



Petition for the Establishment of a Charter School

Submitted to the
Orange County Board of Education
May 1st, 2023

Submitted by:
Sarah Bach, Ph.D., Lead Petitioner

For the Charter Term: July 1, 2024 – June 30, 2029

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AFFIRMATIONS & DECLARATION

As the authorized lead petitioner, I, Sarah Bach, Ph.D., hereby certify that the information submitted in this petition for a California public charter school to be named Sycamore Creek Community Charter School II (“SCCCS II” or the “Charter School”), to be located within the boundaries of Orange County, and authorized by the Orange County Board of Education (“OCBOE”) with oversight by the Orange County Department of Education (“OCDE”), collectively referred to herein as the “County”) is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School 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 47605.6(d)(1)].
- The Charter School declares that it shall be deemed the exclusive public school employer of the employees of Sycamore Creek Community Charter School II for purposes of the Educational Employment Relations Act, Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code. [Ref. Education Code Section 47605.6(b)(6)].
- The Charter School shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605.6(e)(1)].
- The Charter School shall not charge tuition. [Ref. Education Code Section 47605.6(e)(1)].
- The Charter School shall admit all students who wish to attend the Charter School, unless the Charter School receives a greater number of applications than there are spaces for students, in which case a public random drawing will be held to determine admission. Except as required by Education Code Section 47605.6(e)(2), admission to the Charter School shall not be determined according to the place of residence of the student or of that student’s parents or legal guardians within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605.6(e)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605.6(e)(2)(C). [Ref. Education Code Section 47605.6(e)(2)(A)-(C)].
- The Charter School shall not discriminate on the basis of the characteristics 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 47605.6(e)(1)]
- The Charter School 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, Title II of the Americans

with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.

- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- The Charter School shall ensure that teachers in the Charter School shall hold the Commission on Teacher Credentialing (“CTE”) certificate, permit, or other document required for the teacher’s certificated assignment. These documents shall be maintained on file at the Charter School and are subject to periodic inspection by the County. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. Teachers employed by charter schools during the 2019–20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher’s certificated assignment. [Ref. Education Code Sections 47605.6(l) and 47605.4(a)]
- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- The Charter School 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).
- If a pupil 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 pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades 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 47605.6(e)(3)]
- 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 following characteristics: 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. [Ref. Education Code Section 47605.6(e)(4)(A)]
- The Charter School shall not request a pupil’s records or require a parent, guardian, or pupil to submit the pupil’s records to the charter school before enrollment. [Ref. Education Code Section 47605.6(e)(4)(B)]
- 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, academic performance of the pupil or because the pupil exhibits any of the following characteristics: 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. [Ref. Education Code Section 47605.6(e)(4)(C)]

- The Charter School shall post on the Charter School's internet website a notice of the requirements of Education Code Section 47605.6(e)(4) and provide a parent or guardian, or pupil if the pupil is 18 years of age or older, a copy of the notice at all of the following times: When a parent, guardian, or pupil enquires about enrollment; before conducting an enrollment lottery; and before disenrollment of a pupil. [Ref. Education Code Section 47605.6(e)(4)(D)]
- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]
- The Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School's educational programs. [Ref. Education Code Section 47605.6(d)]
- The Charter School shall comply with any applicable jurisdictional limitations to locations of its facilities. [Ref. Education Code Sections 47605.6 and 47605.1]
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b), 47610]
- The Charter School 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").
- The Charter School shall, as required by Education Code Section 47612.5, meet the requirements of Education Code Section 51745 *et. seq.* related to independent study.
- The Charter School shall comply with the California Public Records Act, Government Code Section 7920, *et seq.* ("CPRA").
- The Charter School shall comply with the Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g, 34 CFR Part 99 ("FERPA").
- The Charter School shall comply with the Ralph M. Brown Act, Government Code Section 54950, *et seq.* ("Brown Act").
- The Charter School shall comply with Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1 ("Section 1090").
- The Charter School shall comply with the Political Reform Act, Government Code Section 81000, *et seq.* ("PRA").
- The Charter School may encourage parental involvement but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605.6(n)]

- The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]

Sarah Bach, Ph.D.
Lead Petitioner
Sycamore Creek Community Charter School II

Date

INTRODUCTION

Sycamore Creek Community Charter School II is seeking approval for a new establishment countywide benefit charter petition, with a charter term of July 1, 2024 to June 30, 2029.

SCCCS II seeks to build on the success of Sycamore Creek Community Charter School (“SCCCS” or “Sycamore Creek”), a Public Waldorf Charter School authorized to serve grades TK-12, by creating a Countywide Benefit Public Waldorf Charter serving students in grades TK-12. SCCC II has secured a facility within the geographic boundaries of Cypress Elementary School District and Anaheim Union High School District in Cypress, CA. It is anticipated that in 2023-24, Sycamore Creek will continue to serve grades TK-8 at the current site in Huntington Beach. In 2024-25, SCCC II will open a site in the city of Cypress to begin serving grades TK-8 and continue to expand by one grade level each year until 2028-29 when SCCC II will reach full grade level build out, serving grades TK-12.

This establishment charter has been submitted to meet the current demand for access to a countywide, Public Waldorf Charter School. Orange County families currently have only two tuition-free opportunities for a TK-8 Waldorf education (Sycamore Creek in northwestern Orange County and Journey in southern Orange County), and even fewer have access to a tuition-free Waldorf high school program as there are not any Public Waldorf High Schools in Orange County or the contiguous counties. In the entire state of California, there are only two tuition-free public Waldorf charter high schools, both in Northern California (George Washington Carver School of Arts & Science in Sacramento (the first public Waldorf Charter high school in the Nation) and Credo High School in Rohnert Park). In the nation, there are only three other tuition-free, public Waldorf charter high schools. Providing public Waldorf charter high schools is a new movement. Torin Finzer, Ph.D. and professor at Antioch University who oversees the Waldorf Teacher Training Program in addition to a Master’s in Education with a focus on Waldorf pedagogy, recently visited Sycamore Creek. Dr. Finzer proposed a partnership with SCCC to provide teacher training to the Southern California region. In addition, David Barham, the Director of a Waldorf High School Teacher Training Program, is prepared to welcome high school teacher trainees beginning the summer of 2024, for SCCC II teachers to be ready and prepared to serve high school students as early as the Fall of 2025 and beyond.

The Sycamore Creek community is ecstatic about the opportunity to continue to serve students across Orange County, to provide a comprehensive, Waldorf education from TK to 12th grade, and to have additional space in which to grow. Upon approval of the countywide benefit charter that provides a school guided by the Core Principles of Public Waldorf education to students from grades TK-12, SCCC II will be able to fulfill its mission of educating the whole child through young adulthood.

SCCCS II will fulfill the need in the county for families seeking an alternative educational option for their children. SCCC II will fulfill the need of providing a public Waldorf education that focuses on a “whole child” philosophy. We believe that children need to remain children for as long as possible and not grow up too fast. More importantly, the Waldorf methods allow for natural, developmentally appropriate education to enrich a child’s life. The importance of providing a comprehensive TK-12 program is to realize the power of a public Waldorf education upon graduation. Students are able to build on their experiences and aptitudes which opens a wide range of post-secondary opportunities. Students will have skills to read, write, and compute, as well as the ability to think critically, communicate empathetically, and solve problems. Every student plays an instrument, learns concepts of physics, chemistry, biology, loves math, speaks up to two world languages, participates in handwork and fiber arts, engages in visual and performing arts (drama, music, choir), and celebrates the diversity in the community and in the

environment. Students develop their interests, intellect, social emotional resiliency, and physical capabilities. Students are equipped to become valuable members of a global community.

FOUNDING TEAM

The founding group for SCCCS II includes dedicated parents and teachers who are both scholars and business professionals. Our diverse backgrounds range from education to the field of law, and our unique experiences and abilities provide the necessary tools to ensure the success of SCCCS II. In the area of business, we have extensive understanding of day-to-day operations. In terms of organization, governance, and administration, we understand the administrative needs of an organization and are adept at building and strengthening interpersonal relationships. With a founder who has served as SCCCS' Executive Director for the past four years, our team is experienced in the area of governance of a nonprofit organization. In terms of curriculum, instruction, and assessment, we have founders with extensive experience in delivering Waldorf education in the public realm to ensure curriculum is in line with state standards and our school philosophy.

SARAH BACH, PH.D

Spearheading Sycamore Creek Community Charter School II is Dr. Bach who follows the transformational, authentic, servant leadership models, which all share the characteristics of helping others to develop their strengths, putting the group above their own needs, and having a high regard for ethics and transparency. She is a mother of four and earned her Doctor of Philosophy ("Ph.D.") from the University of California, Irvine ("UCI") in the School of Social Ecology. Dr. Bach's interdisciplinary dissertation focused on the relationship between psychological constructs, environmental, and sociological factors that affect Ph.D. students' abilities to complete their degree. By incorporating sociological and psychological frameworks, she found the ability to perform academically in graduate school was related to the level of Grit students possess. Additionally, as a Data Science Fellow, as well as a Tobis Fellow at UCI, she worked with the UCI Center for the Study of Ethics and Morality and high school interns to create an archive on narratives about moral choice.

As a first-generation older college student, Dr. Bach put herself through college to obtain a bachelor's degree in political science with honors, and Anthropology as well as awarded the campuswide honors distinction. As an undergraduate she worked to help local underprivileged high school students learn about social science issues through a partnership with the AVID program and Global Connect, a program at UCI. She demonstrated her leadership through organizing fundraising for the community radio station on campus, raising awareness about the effects of Malaria in developing countries, and organizing programs to benefit charities through the Ambassador's Council. She is adept at connecting individuals and groups to achieve a purpose greater than themselves. Along with receiving initiation into Phi Beta Kappa, she also earned the rare "Order of Merit" from the School of Social Sciences when she graduated. She went on to complete a Master's degree in demography and her work concentrated on how social mobility is tied to academic achievement for individuals regardless of race and/or ethnicity studying Orange County, specifically. She therefore believes strongly in the necessity of providing high quality education to all individuals in underserved communities to increase their social mobility chances.

Concurrently to completing her PhD, Sarah spent four years enrolled in a Waldorf teacher training program at the Waldorf School of Orange County. As a lifelong learner, Sarah completed 12 early childhood units. She has been particularly interested in understanding how special education processes

work to help young children and their families navigate their education choices. She was an active parent during her daughter's kindergarten year at a local charter school and was Co-chair of the Beautification Committee where she wrote and received a grant from Annie's Foods to grow edible and nutritious vegetables. She also secured as well as plant material donations from three garden centers for a native butterfly and hummingbird restoration and garden as well as an edible garden. She organized regular clean-up days at the school and coordinated over 75 parent volunteers.

For years, Dr. Bach owned and operated her own landscape design and maintenance business. Prior to that, she has years of experience in the service industry including, restaurant, retail, and management experience at Roger's Gardens, and fine dining establishments where she demonstrated her unique leadership style to motivate employees. Her responsibilities included: hiring, training, and managing employees; ordering products and merchandising; daily banking and accounting; generating sales and labor budgets; analyzing profit and loss statements; and lecturing on gardening topics to a public audience. In total, Sarah managed over 50 staff members and oversaw operations for \$20 million in annual sales.

Currently, and for the last four years Dr. Bach has served as the Executive Director for Sycamore Creek, and she looks forward to providing the community the Public Waldorf experience with the addition of SCCCS II. Under her supervision Sycamore Creek opened during the tumultuous year of 2019-2020 in which schools around the country were forced to close due the Worldwide Coronavirus pandemic. The school moved seamlessly into distant learning for the spring but then quickly returned to in-person learning the following Fall also offering the option of synchronous virtual learning as well. Since then, the school has grown from sixty-three students to 160 and an initial teaching staff of four class teachers to eight. Her goal continues to be to offer a comprehensive Public Waldorf education to all families in Orange County.

By following the Servant Leadership Model, Sarah believes leaders must be doers, not only thinkers and/or feelers, and set an example worthy of emulating which is also a key part of Rudolf Steiner's educational philosophy to teach to the whole child so that they develop through a "head, heart, and hands" approach. As a founder and Lead Petitioner, Dr. Bach will help SCCCS II succeed by utilizing her diverse skill set.

AMY GREEN-BOSINOFF

Amy Green-Bosinoff is California credentialed teacher for both multiple subject 1st-8th grades, as well as K-12th grade social studies. She completed her student teaching in the immediate area to be served by SCCCS. Her subsequent years of substitute teaching in socioeconomically disadvantaged areas within the Garden Grove School District from 2007-2011 galvanized a desire to be a part of alternative educational programs. Amy went on to complete the Foundation Studies and Teacher Training programs at the Waldorf School of Orange County in order to further her understanding of Waldorf education in order to be an instrumental member of the SCCCS community.

Amy's experience working full-time to pay for college, where she received a Bachelor's degree in History with a concentration in Anthropology, has expanded her awareness of the challenges facing those who want to pursue higher education but do not have financial support. She will contribute to SCCCS's community of support to students looking to further their personal growth. Amy believes the SCCCS's model is a superb educational vehicle for personal development, specifically to teach values of hard work and perseverance.

Amy was a stay-at-home mother devoted to providing her two children a wide-ranging experience of life for several years before returning to the paid workforce as a class teacher at SCCCS. She led the Class of 2027 from 2nd-4th grades. Previously she was on the board as the 1st Vice President of her children's parent participation preschool, delegating jobs and helping the school maintain its strong level of community support. This experience helped prepare her for her time as a board member and interim president of the SCCCS during the startup phase. During the first year of operations, she helped start a Parent/Guardian Community Council for SCCCS. While putting herself through college, she worked her way from cashier to store manager at a retail auto parts store. She has experience with many aspects of business operations and management and extensive customer service experience from retail work, substitute teaching, waitressing and catering. She has found this experience useful in collaborating with the parent and teacher population of SCCCS.

VYCTORIA LUONG

Vyctoria Luong has over 20 years of experience in the banking industry working at banks such as Washington Mutual, US Bank, and IHP Capital Partners (an equity capital firm). She earned her Bachelor's degree in History at California State University, Long Beach ("CSULB"). Vyctoria was born in Vietnam toward the end of the Vietnam War. Her family fled Vietnam in 1977 by boat and spent one year in Hong Kong at a refugee camp before moving to the United States. Vyctoria did not learn English until she entered school in kindergarten. Because of her early experiences, she believes that children should have the opportunity to learn through sensory play and meaningful, practical, and challenging exposure to a complete range of life experience. This will allow the child to grow up to "think outside the box" and develop their full breadth of humanity. Vyctoria believes Waldorf-inspired teaching with its emphasis on imagination, creativity, and critical thinking skills are essential to support the "whole child" with an authentic education. She also emphasizes the importance of a life balanced with work, family, personal development, and leisure. In addition to being the working parent in her family, she is a professional photographer and quilter. Vyctoria will support SCCCS II in any capacity it takes to succeed and thrive. She is confident her background in commercial lending and loan disbursement will be an asset to SCCCS II in its first few years.

JULIET SANTA-CRUZ

Juliet Santa-Cruz is a California native, calling Orange County home for the last 25 years. She has been teaching Health and AVID at Downey High School for the last 18 years. Her education includes an Associate's Degree in Science from Loma Linda University, where she studied Physical Therapy and became a Physical Therapy Assistant. She worked in outpatient physical therapy for a few years until a car accident prevented her from continuing work in the field. Juliet then graduated with a Bachelor's degree in Health Science from CSULB and was fortunate to find a position teaching at Downey High School. Her passion is teaching. It is a joy to work with students and provide them with skills to become critical thinkers.

Juliet Santa-Cruz lives in Huntington Beach with her family which includes four wonderful young children. Her family has a strong respect for multiple ways of educating the young mind. Her interest in Waldorf education began when her two oldest attended a Waldorf-inspired nursery school. They thrived in the nature-based, whole-body teaching methods of Waldorf-inspired education. These methods fit her family well. Juliet believes having options in educational approaches is a benefit to our communities and she feels confident that SCCCS II will support many different types of families in Orange County.

ALISHA WALKER, J.D.

Alisha Walker, J.D. is an Estate Planning, Trusts and Probate Attorney serving Long Beach and surrounding cities. Ms. Walker has focused her work to include all matters of Estate Planning and cases held in Probate Court since 2007. In 2013, Ms. Walker opened her solo practice, The Law Offices of Alisha J. Walker, providing her clients with exceptional legal representation at an affordable price. Ms. Walker stays current with all matters involving Probate, and Wills and Trusts, so that her clients can benefit to the full extent of the law.

Alisha J. Walker is a graduate of CSULB with a Bachelor's degree in Communications Studies and a Doctor of Law from the Western State College of Law. Alisha received a Certificate of Completion of Foundation Studies in Waldorf Teacher Training from the Waldorf School of Orange County in June 2022 and continues to pursue and protect public education led by the core principles of Waldorf education.

Ms. Walker believes that each client is unique and brings different challenges and legal issues, and she enjoys finding solutions that meet her clients' needs. Similarly, Ms. Walker believes that each student is unique and brings different challenges. She looks forward to finding solutions that meet the needs of all students at SCCCS II.

Ms. Walker is a member of the Long Beach Bar Association, the Women Lawyers of Long Beach, and a past member of The Clarence B. Hunt Inns of Court.

SUMMER SANDERS, M.A., L.M.F.T.

Summer Sanders is deeply driven to inspire positive transformation in the way people think and feel, fostering a more kind and connected world. Her background in clinical psychology with school leadership, being mindful of creating learning communities that are safe and welcoming, wondrous and rigorous. Summer intentionally recruits and motivates others to join in the quest to develop kind and capable humans. All social relationships are a constructive learning opportunity for life, and Summer provides professional development and coaching for teachers, school leaders, counselors, and therapists.

Summer is committed to changing the way schools look and feel, making learning visible, and creating cultures of thinking. She trained in progressive modalities to engage learners and is extremely passionate about project-based learning and arts integration to provide more fun, purposeful, and equitable learning opportunities for school communities.

Summer brings over 20 years of experience as a school leader, therapist, clinical supervisor, school counselor, educator, and community organizer. She is currently a practicing therapist (individuals, couples, youth, and children), as well as a Founding Director: Head of School for Intellectual Virtues Academy High School.

Summer has a Master's degree in Counseling, is a Licensed Marriage and Family Therapist, Certified Parent Educator for Positive Discipline, Certified Clinical Supervisor, and holds credentials in School Counseling/Guidance and Administrative Services.

As a parent of the founding class, Summer is excited to join the Board of Trustees for SCCCS II, a public, charter Waldorf school.

LISABETH THOMPSON

Lizabeth Thompson served as a Coordinator I for the Los Angeles County Office of Education (“LACOE”) SELPA for the last five years. Lizabeth is a strong and dedicated Coordinator I with over 35 years of experience in Education. She is a motivated leader with great organizational and prioritization abilities and the capacity to adjust to a fast-changing environment. Administrator experience employing technology integration, CDE/CALPADS compliance, complaints, and OAH filings, as well as in-depth knowledge of special education policies, procedures, and laws.

Lizabeth earned her Bachelor’s degree in Education from the University of Southern California, Associate’s degree in Sign Language/Interpreter from El Camino College, and a Master’s degree in Education, Literacy, and Reading from the California State University, Fullerton. Lizabeth is incredibly skilled in education with experience in general education, special education, reading specialist, and administration. Her contributions as a Board Member for SCCCS II provides a wealth of information about instruction, practices, special education, and administrative practices. As the Coordinator for the LACOE SELPA, Lizabeth supports charter schools and collaborates with them to ensure the integrity of special education.

MARIA URDINARRAIN, M.A. Candidate

Ms. Maria Urdinarrain comes to us with a 14-year career in apparel design and textile design, responsible for entire product design processes including market research, inspiration boards, designing, sketching, creating tech packs, as well as the development process. This was followed by a 2nd career as a customer success director for managed services companies where she directed dedicated teams of industry, technical and functional consultants to provide reactive support services, proactive managed services, and as-needed consultancy services. She has worked for companies like REI, Kate Spade, and Microsoft. She holds an undergraduate degree in Integrated Social Science and her Masters of Divinity in Interfaith Chaplaincy. Ms. Urdinarrain is a single-subject Art credentialed teacher and a certificated Waldorf handwork teacher. She has worked in both private and public charter schools. She served on the Sycamore Creek board from 2019 - 2021. She is currently the handwork teacher at Sycamore Creek Charter School. In addition to working as a teacher Ms. Urdinarrain works as an interfaith chaplain at a local hospital in Los Angeles. She specializes in working with families navigating pediatric palliative care. She has been involved with Waldorf education for the last 6 years and her 3 children are students of the Waldorf pedagogy. Her children have been students of Sycamore Creek since its inception.

KIMBERLY TELFER-RADZAT, PH. D

Kimberly Telfer-Radzat, PhD, believes that all children deserve access to engaging, developmentally appropriate curriculum and that they are only limited by the perceptions adults put on them. She found herself in the classroom for the first time working as an aide at The Prentice School, a school for students with dyslexia. This inspired the first return to school for her California Multiple Subject credentials. She discovered Waldorf education when her oldest daughter was in kindergarten and enrolled her at the Waldorf School of Orange County for first grade with the hope what was being offered would live up to her expectations. It did, and she found herself employed there as an educational support teacher. She was first trained in Waldorf education as an Extra Lesson™ teacher and supported students who needed extra help at WSOC for six years. In 2007, she took on her first grades class and took them through 8th grade graduation in 2016.

It was during her sabbatical year that she was approached to join a group of home school parents who were attempting to open a public Waldorf school in Orange County. At the same time, she trained as an

Educational Therapist at UC Riverside, developing a deeper understanding of teaching and learning. She has since followed up on her education, going back to school to understand more deeply how and why Waldorf education works. She has several publications because of this enterprise. She has been with Sycamore Creek Community Charter School since the beginning and feels Steiner intended that his model be accessible to all children, regardless of status, race, or income.

Kimberly holds a B.A. in Fabric Design as a Wearable Art from UC San Diego and a PhD in Educational Policy and Social Context, and an educational therapist certificate. Her husband and two children have been ever so supportive of all her work. In the six minutes she has leftover in any week, she enjoys gardening, sewing, reading and puzzles.

TRACY RYAN, M.A.

Tracy Ryan has spent the last twenty-five years as a veteran early childhood teacher who has taught in both private and public schools. She began her early education career teaching in her college lab school at Cal State University San Bernardino. Her most recent job is currently teaching at Sycamore Creek Community Charter School as the Transitional Kindergarten and Kindergarten teacher. Tracy earned her B.A. in Liberal Studies and Multiple Subject Teaching Credential from Cal State University San Bernardino. In addition, she acquired a preschool site level supervisor license while teaching at the preschool aged. After teaching many years, Tracy returned to school to acquire a Master's Degree in Curriculum and Instruction with an Emphasis in Early Education from Concordia University Portland. She dedicated her capstone project to helping children develop self-regulation skills. Tracy has had the opportunity to be able to present several teacher and parent workshops throughout Orange County on the topics of mindfulness and self-regulation in young children. She continues to be an advocate for the youngest learners by allowing them to explore and enjoy a play-based curriculum to build a lifelong love of learning. Tracy was so happy to begin Waldorf teacher training and be able to fully embrace the Waldorf pedagogy in her classroom. She is thrilled to be a part of the Sycamore Creek Community School Family and to be able to provide the Waldorf education to families in a public-school setting.

Table 1: Founder and Consultant Expertise Areas

Name	Curriculum	Instructional Methodology	School Administration	Teaching	Special Education	Charter School/ Business Development	Legal	School Finance	School Facilities/ Real Estate	Fundraising/ Grants	School Non-Profit/ Assoc. Governance	Human Resources
Lisabeth Thompson			x		x						x	
Amy Green-Bosinoff	x	x		x		x		x	x	x	x	x
Sarah Bach, Ph.D.	x	x	x	x	x	x		x	x	x	x	x
Kimberly Telfer-Radzat, Ph.D.	x	x	x	x								x
Maria Urdinarraín, M.A. Candidate	x	x		x		x						
Vyctoria Luong						x		x	x	x	x	
Summer Sanders, M.A.		x	x	x	x							x
Tracy Ryan, M.A.	x	x		x								
Alisha Walker, JD	x	x				x	x	x	x	x	x	
Juliet Santa-Cruz				x		x		x			x	

Name	Curriculum	Instructional Methodology	School Administration	Teaching	Special Education	Charter School/Business	Legal	School Finance	School Facilities/Real Estate	Fundraising/Grants	School Non-Profit/Assoc. Governance	Human Resources
California Charter School Advocates			x		x	x	x	x	X	x	x	x
EdTec						x		x	X	X	X	X
Young, Minney & Corr, LLP					X	X	X	X	X	X	X	X
Alliance for Public Waldorf Education	x	x	x	x	x	x				x	x	
Charter School Development Center					x	x	x	x	x	x	x	x

RATIONALE FOR COUNTYWIDE BENEFIT: REQUIRED FINDINGS

Governing Law: “A county board of education may approve a countywide charter only if it finds, in addition to the other requirements of this section, that the educational services to be provided by the charter school will offer services to a pupil population that will benefit from those services and that cannot be served as well by a charter school that operates in only one school district in the county.” Education Code § 47605.6(a)(1).

Governing Law: “A county board of education may grant a charter for the operation of a charter school under this part only if it is satisfied that granting the charter is consistent with sound educational practice and that the charter school has reasonable justification for why it could not be established by petition to a school district pursuant to Section 47605.” Education Code § 47605.6(b).

Since its inception in 2019, Sycamore Creek has operated in the Ocean View School District (“OVSD”), authorized by OCBOE, and the Sycamore Creek community believes that there should be a comprehensive TK-12 grade (span) public Waldorf Charter School to allow all Orange County families the opportunity to choose a holistic education for their children without the burden of costly tuition. If granted, SCCCS II will operate as a single school with one or more campuses in Orange County under the singular County-District-School (“CDS”) code assigned by the California Department of Education (“CDE”). This will allow SCCCS II to provide admission preference to students within the boundaries of Orange County, rather than only to students within the boundaries of OVSD.

The five unique justifications for approving this charter petition for a countywide benefit charter school are delineated below.

1. MEETING FAMILIES WHERE THEY ARE: THE IMPORTANCE OF BECOMING A “LOCAL” RATHER THAN “COMMUTER” SCHOOL

Sycamore Creek currently serves 160 students throughout Orange County, as well as the contiguous county of Los Angeles, as is legally permissible. SCCCS families reside in the cities of Westminster, Huntington Beach, Los Alamitos, Fountain Valley, Santa Ana, Costa Mesa, Garden Grove, Anaheim, Orange, Irvine, Lake Forest, Midway City, Silverado, Laguna Niguel, La Palma, Seal Beach, and other surrounding communities. Families are so passionate about attending Sycamore Creek’s public Waldorf Charter School that some drive nearly an hour each way to attend the Charter School.

Geographic analysis of Sycamore Creek’s current student population shows that, due to the broad appeal of public Waldorf education, families are spread out over the region. Currently, families drive to the Huntington Beach location from forty unique zip codes and fifteen cities. Additionally, of the twenty-six school districts (unified or elementary) that students are eligible to attend in Orange County, more than half, seventeen, are considered their home school district. The other three, Long Beach Unified, ABC Unified, and Downey Unified, are all located in Los Angeles County. We know that families often drive up to an hour both ways to Sycamore Creek because of the value they find in the Public Waldorf educational program. Below is a map detailing where Sycamore Creek’s current students’ school districts are for the 2022-2023 school year.

Therefore, operating as a countywide benefit charter school would allow SCCCS II to reach more students *WHERE THEY ARE* across the county, thus providing a more neighborhood community connection to families, staff, and community partners. With the ability to expand throughout Orange County, families would have the option of choosing a Public Waldorf option and go to school with friends from neighborhoods closer to their homes. As well, with closer access between home, career, and school, families could engage with SCCCS II more deeply and frequently by being in proximity, thus transforming their school experience from “COMMUTER” to “LOCAL” school.

2. ENSURING ENDURING AND STEADY GROWTH

The second reason SCCCS II seeks to operate as a countywide benefit charter school is to meet demand. Sycamore Creek opened the Fall of 2019 with sixty-three students and had grown by 30% to over eighty students by the end of its inaugural year. Considering that the Charter School is separated across co-located OVSD facilities and adjacent to a recycling company that emits fumes of organic waste products at variable hours of the day and night, this is remarkable. The community has endured and even thrived. From the end of the 2019-2020 school year, when the world was entering a global pandemic, the student population doubled and rose to 129 students in the fall of 2020. Even though, due to the state legislature’s cap on growth funding, the Charter School did not receive funding above 125 students. Sycamore Creek welcomed these additional students and worked hard to serve ALL families by offering the choice between a full in person school day or a synchronous virtual classroom experience.

During the third year of 2021-2022, Sycamore Creek experienced additional growth to over 140 students. As mentioned, the current 2022-2023 and 4th school year of operation, Sycamore Creek is serving almost 160 students. Looking forward to the 2023-2024 school year, Sycamore Creek expects to grow to 180 or more students.

While compared to larger and more established Charter Schools, these numbers may seem low, taking a closer look shows that Sycamore Creek is expanding. For instance, when considering that Sycamore Creek enjoys only seven classrooms to meet ten grade levels, it is making the most of the current opportunity by contracting and expanding class sizes as necessary over each school year to both meet demand and physical constraints. Because of these facility challenges, Sycamore Creek was only able to accept thirty-five families from the 2022 spring lottery, initially, across all grades. An additional eighty-four families who applied were waitlisted. Approximately fifty additional student enrollment interest forms were then accepted April through June of 2022 as well as another forty-six were received during the past summer months of 2022. Overall, this last year, Sycamore Creek has carried an active waitlist of over 100 students from March through August. Below is an image from the 2022 past Spring Lottery waitlist.

REGISTRATION DETAILS

Sycamore Creek Charter School All GET REPORT

2022/23

Grade	Total General Applications	Total Students General Applications	Total Applications With Sibling Preference	Total Students Sibling Preference Applications	Total Applications	Total Students
TK	10	10	1	1	11	11
K	36	37	3	3	39	40
1	19	19	1	1	20	20
2	12	12	1	1	13	13
3	6	6	1	1	7	7
4	3	3	0	0	3	3
5	8	9	0	0	8	9
6	5	5	0	0	5	5
7	6	6	0	0	6	6
8	5	5	0	0	5	5
Totals	110	112	7	7	117	119

Also, important to consider is the ratio of how many openings the Charter School could offer to the number of interested families. For instance, another well-established Charter School in Orange County had 400 openings in the 2022-2023 school year and received approximately 2000 applications. Sycamore Creek had only had 35 openings, with almost 200 applicants. By percentage of openings, we were able to accept 17% of families on our waitlist while the comparison school was able to accept 20%. In terms of ratios, Sycamore Creek is comparably competitive.

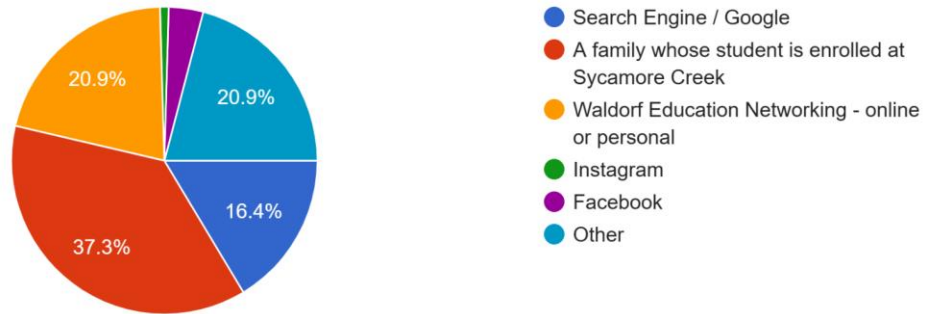
For the 2023-2-24 school year, Sycamore Creek has conducted several tours for over 100 interested families. Tours and opportunities for interested families to learn about the school are ongoing. For instance, new interested families are invited to the Pedagogical Coffee Chat held bi-monthly as well as school-wide events such as May Faire, the Spring Concert, School Plays, and 8th Grade Project Presentations. During the open enrollment period the school received **seventy-one** applications from interested new families and held lotteries for TK, K, 1st, and 3rd grade. For the 2023-2024 school year, Sycamore Creek will be accepting **forty new students** for the lower grades TK - 3rd. Since open enrollment closed on March 8th the school received an additional **fifty-five** new enrollment forms. For those grades in particular, (TK, K, 1st, 3rd) **forty-eight are waitlisted**. Administration projects to continue to receive additional applications from spring and through September 2023. Below is table breaking down the applications received during open enrollment.

18 Lottery Apps LOTTERY REQUIRED	TK 8 SPACES
26 Lottery Apps LOTTERY RQUIRED	KINDER 13 SPACES
15 Lottery Apps LOTTERY REQUIRED	GRADE 1 8 SPACES
5 Lottery Apps	GRADE 2 9 SPACES
9 Lottery Apps LOTTERY REQUIRED	GRADE 3 2 SPACES
8 Lottery Apps	GRADE 4 16 SPACES
6 Lottery Apps	GRADE 5 9 SPACES
1 Lottery Apps	GRADE 6 SPACES
1 Lottery Apps	GRADE 7 SPACES
1 Lottery Apps	GRADE 8 SPACES

If Sycamore Creek had more classroom facilities, we believe they would be filled. Therefore, it is impressive that Sycamore Creek has grown to the current capacity at its current site, as a new school, even during a worldwide pandemic. Thoughtful to limit outreach to the local neighborhood so as not to exacerbate tensions related to being co-located, Sycamore Creek has been reliant on word-of-mouth for outreach. This is evidenced by almost 60% of respondents to an interest survey conducted on the school website this past year indicating that they were interested in Sycamore Creek due to hearing about the school through “A family whose student is enrolled at Sycamore Creek” or “Waldorf Education Networking- online or personal.”

How did you hear about us?

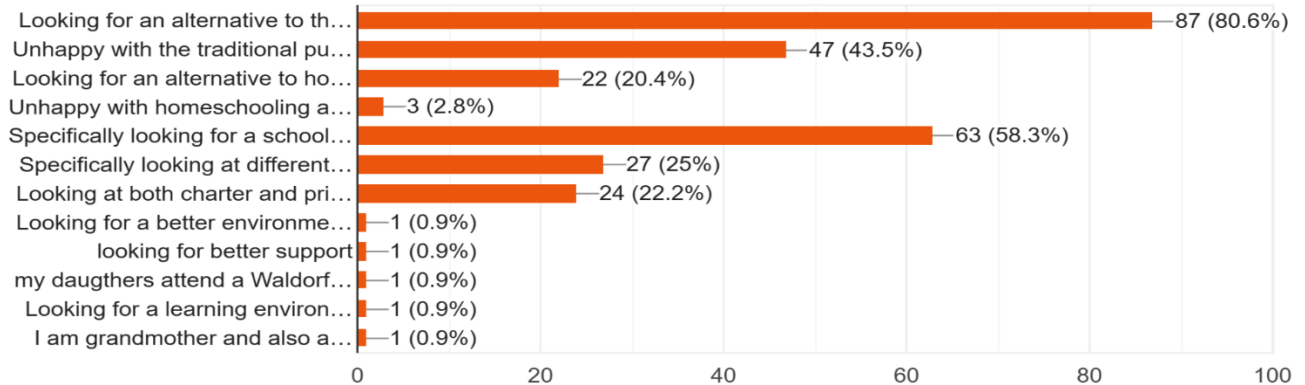
110 responses



In this way, SCCCS II would uphold the legislative intent of the 1992 Charter Schools Act by “Providing vigorous competition within the public school system to stimulate continual improvements in all public schools.” Further evidence of this claim is found through the same survey for interested families during the 2022-2023 school year. Administrators found that almost 60% of families were “Specifically looking for a school that implements Waldorf educational principles” and more than 80% were “Looking for an alternative to the traditional public school system.” Almost 45% of the same respondents indicated they were “Unhappy in the traditional public school system.” Below is a snapshot of the survey results.

(you may pick more than one answer) You are...

108 responses



This enduring and steady growth, even through recent challenges related to the current site and COVID, indicates that Sycamore’s public Waldorf model is a valuable option to families and important to make available at school sites located throughout the county.

3. FLEXIBLE AND RESPONSIVE STUDENT ADMISSION

One of the legislative intents in the Charter Schools Act is to “increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low

achieving.” To this end, SCCCS II will endeavor to educate youth throughout Orange County. These student groups cannot be served as well by several Charter Schools located in several districts. As a countywide benefit Charter School, SCCCS II would be able to centralize and ensure high quality educational services to simultaneously serve all students residing in any school district in the County. A countywide benefit Charter School will allow families access to a consistent school environment so that they can maintain academic and social emotional progress even when they reside across district boundaries. If Sycamore Creek were required to operate multiple Charter Schools authorized by different school districts across Orange County, students transferring from one Sycamore Creek Charter School to another (for example, if the family moved) could face significant administrative and logistical hurdles potentially harming students. These delays in processing new enrollment can easily trigger a “tipping point” that leads to students dropping out and other adverse effects. The transfer process would be no different than students changing schools under current conditions because each Sycamore Creek campus would be authorized by different school districts with different sets of rules and expectations thus creating barriers and complexities difficult for families to navigate.

The transfer process is not as simple as changing a code in the student information system. It involves securing appropriate records from previous schools, particularly when students have changed schools multiple times and a complete cumulative file is unavailable. More importantly, it requires appropriate placement, availability, and continuity in courses for students to continue their progress in meeting graduation requirements. A centralized operation that manages student records and provides the same access to education and services from our partners and government agencies at all campuses across Orange County makes the transfer efficient and seamless.

Orange County has micro segregated pockets of socioeconomically disadvantaged neighborhoods. By operating a countywide benefit Charter School, the admission preference for the entire County would increase equity and eliminate a two-tiered barrier in admission preferences. More students from across the County will have access to a public Waldorf TK-12 grade span Charter School allowing them to develop not only their intellect, but also their social emotional and physical capabilities. The work in the existing school location has proven that single-site Charter Schools are impractical because of the widespread residences of the student population served. Having multiple Charter Schools across different districts is untenable for an organization providing comprehensive support to families. As a countywide benefit Charter School, SCCCS II will serve a cross-section of the County and will not concentrate its enrollment in any one school district. By operating as a countywide benefit Charter School, SCCCS II will have the ability to recruit students from school districts neighboring the campus, thereby embracing diversity and choice throughout the County and even to contiguous counties.

SCCCS II is excited about adding to the diversity by adding students from all ethnic, racial, linguistic, ability, and socioeconomic backgrounds of Orange County. SCCCS II is certain that it will receive many applications for admission from families throughout the County, and SCCCS II will provide a preference for admission to all students who live in Orange County as per Education Code Section 47605.6(e). Therefore, as a countywide benefit Charter School, all students who complete an application for admission will have an equitable opportunity to attend SCCCS II which will undoubtedly represent the diversity of Orange County. By operating as a countywide benefit Charter School, students from all over Orange County will have access to a public, tuition-free Waldorf education. If approved, SCCCS II will be the first and only TK-12 public Waldorf Charter School in Orange County, and the first and only public Waldorf Charter School to serve high school students.

4. INCREASED STRUCTURAL INTEGRITY THROUGH PARTNERSHIPS

The benefit of approving this charter to allow for a TK-12 countywide benefit Charter School will allow OCDE to provide oversight to the Charter School as a countywide benefit Charter School instead of multiple districts providing oversight to multiple Charter Schools. In terms of efficiency, one chartering authority for one Charter School saves costs and ensures greater fidelity of processes, policies, operations, and governance than many chartering authorities for many Charter Schools.

Further, maintaining separate budgets, accounting, payroll, and other operational activities under separate Charter Schools would be unnecessarily duplicative. SCCCS II aims to avoid non-essential overhead, focusing as much of our resources as possible on our students. Multiple additional Charter Schools would disproportionately increase our administrative and governance needs. Even our Board of Trustees could become larger with multiple chartering authorities exercising their rights for seats at the table. Each authorizing district will likely impose different expectations and interpretations about various school policies and local district compliance issues that could significantly hinder operations and services to students. By operating as a countywide benefit Charter School, SCCCS II would harness the saved time, energy, and taxpayer dollars to enhance the delivery of a high quality instructional public Waldorf education.

5. CULTIVATING ENDURING RELATIONSHIPS THROUGH ACCESS TO A TRAUMA-INFORMED WRAPAROUND CURRICULUM THAT “HOLDS” ALL CHILDREN

On October 25, 2022¹, Orlando Harris, student at Central Visual and Performing Arts High School in St. Louis, MO, killed a 16-year-old student, Alex Ball, a talented, beautiful, and smart young lady, and a 61-year-old teacher, Jean Kirk Kuczka, a married mother of five and a grandmother who was a youth hockey star in college and is remembered for her grace and kindness. In his manifesto, he wrote, “I don’t have any friends. I don’t have any family. I don’t have a girlfriend. I’ve never had a social life. I’ve been an isolated loner my entire life. This was the perfect storm for a mass shooter.”

We recognize that in this fast-paced world students can slip through the cracks and remain “unseen” causing mental-health challenges that lead to depression, suicide, violence, and other difficulties. SCCCS II will build on the success of Sycamore Creek to develop a strong community of teachers, students, parents, and staff through established traditions and the careful cultivation of meaningful relationships. Our philosophy and curriculum aim to embrace or “HOLD” ALL students through trauma-informed education.

One of the most valuable ways the program will accomplish a “wraparound” program that wards off the dangerous effects of mental, social, and behavioral challenges is through the looping model, which is the idea that students remain together with the same teacher AND the same students year after year. This allows for what we term “forming the class” which means to develop a healthy class ecosystem. Looping is a powerful tool to include children in the family of the classroom. Through this process, teachers form

¹ [Heavy.com https://heavy.com/news/orlando-harris/News](https://heavy.com/news/orlando-harris/News) Breaking News, Orlando Harris, St. Louis School Shooting Suspect: 5 Fast Facts You Need to Know

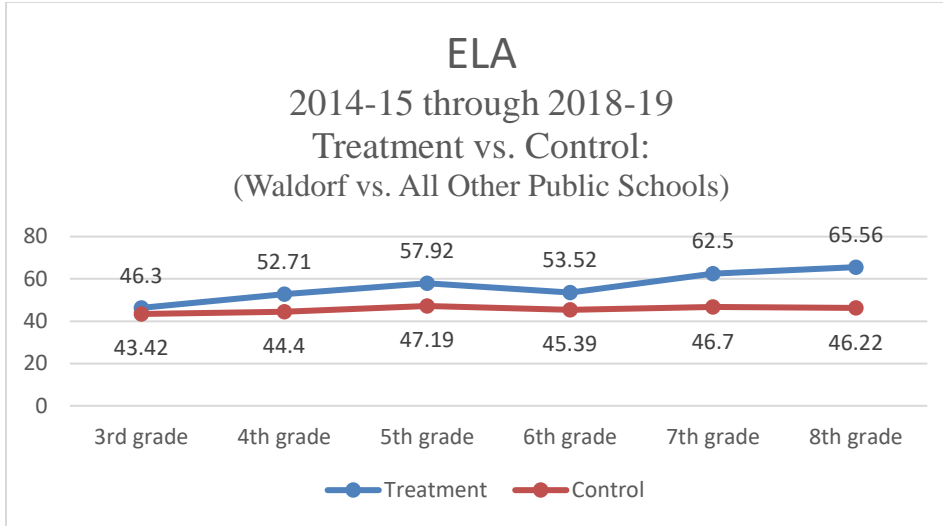
lasting relationships with the students, especially those who may have struggles in their home life, making or keeping friends and relationships, and/or developing strong attachments to positive adult role models. Since many families in Orange County have diverse dynamics with co-parenting, two income households, and single parenting, the looping model allows students to also build strong attachments at school that promote their well-being. Indeed, students find their second home at school. This wraparound program meets all students and protects children from being disenfranchised, especially those facing housing instability.

In fact, there is no option for the teacher to request the child be removed from their class, nor an option to have a different teacher in the following year. This teaches children to work through personality conflicts with adults and children. This culture of acceptance and unwavering efforts to “hold” the child increases the teacher’s abilities to connect, understand, and respond appropriately to each child’s unique and evolving challenges over the course of their academic, physical, and psycho-social development reciprocally making the teachers stronger too through the process. Ultimately, this culture of care communicates to students that they matter, they are accepted, and free to be who they are. The looping model meets the 1992 Charter Schools Act’s legislative intent to “Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system as well as encourage the use of different and innovative teaching methods.”

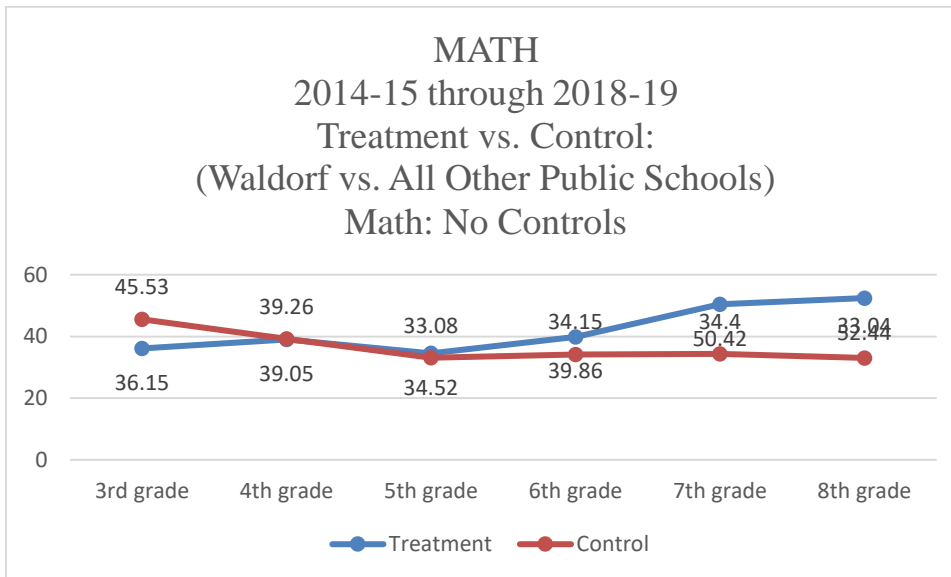
Another benefit of looping is that by teachers staying with one cohort of students year after year, the effects of learning loss on students caused by transitioning from one teacher to another is mitigated. In a public Waldorf Charter School that follows the looping model, students gain nearly one and a half years of instruction and quality engagement between the 1st through 8th grade years because the teachers do not have to spend the first two months of each school year getting to know the students, assessing their academic skills, or identifying the areas for improvement. Even accelerated learners benefit from looping as their teachers know the students’ present levels of performance through constant formative assessment and are thereby able to engage them more deeply in the curriculum. Therefore, looping increases the quality of the work product which translates to higher levels of critical thinking, more meaningful experiences, and more powerful connections to themselves and their community.

In fact, as cited in Dr. Telfer-Radzat’s recent 2022 dissertation titled, “Waldorf Education: Investigations into the Development of Executive Function,” looping is shown to improve scores by several months for every two years with the same teacher. More broadly, the research that has been done to this point shows that Waldorf Charter School students significantly outperform traditional public-school students by 8th grade. It should be noted that there are instances across the grades when the public Waldorf model does not perfectly mirror the State Standard at particular grade levels due to its developmental approach, which devotes attention in the early years on foundational skills. By 8th grade, the curriculum is fully aligned with the State Standards.

As shown in the figure below, according to Dr. Telfer-Radzat’s dissertation, “On average, just over 19% more students in the treatment group were meeting or exceeding state ELA standards by eighth grade versus 2.8% more students in the control group.”



The figure below shows that, on average, over 16% more students in the Public Waldorf School treatment group were meeting or exceeding math state standards by eighth grade. By contrast, the control group, 12.5% fewer students were meeting or exceeding the math state standards by eighth grade.



Additionally, English Learners (“EL”) throughout Orange County will benefit from a Countywide Benefit public, Waldorf TK-12 Charter School that follows a strong school based EL Plan. SCCCS II’s Waldorf program will utilize art, music, and PE through games and cooperative learning which are interwoven throughout the curriculum and provide multiple accessible opportunities for language production in highly context-embedded areas. Teaching world languages honors the experience of learning a second or third language which is shared by all students, not only EL. The power of this process validates the development of confidence of EL as they witness other students learning another language too.

A strength of SCCCS II’s model will provide meaningful services to Students with Disabilities (“SWD”). Because public Waldorf education is presented in a very concrete manner, delaying abstract concepts

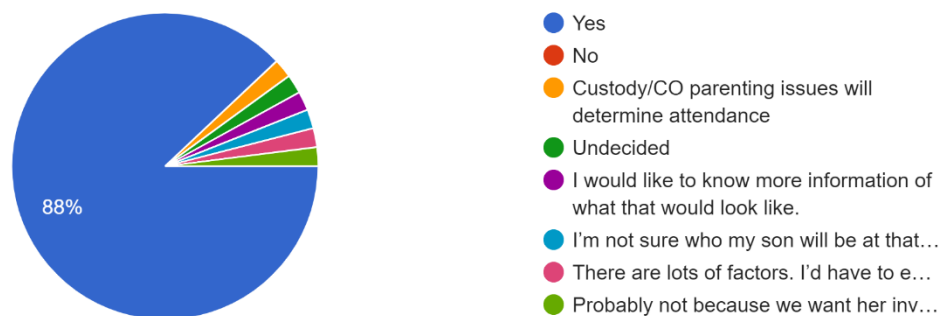
until developmentally appropriate, it makes the learning environment genuinely accessible to students with disabilities. Students are included in the active learning in the classroom. In a countywide benefit Charter School, the process of including SWD in active learning means that more students would be integrated rather than pulled-out for instruction or segregated for learning. Families seeking an inclusive learning environment are drawn to the public Waldorf model so their children will learn in a universal design for learning environment and developmentally appropriate classroom. Public Waldorf teachers are specifically trained to provide **comprehensible input** in core content areas **visual aids, manipulatives, movement, story, song, and art that follows a direct instruction, joint construction, coached construction, and monitoring framework**. These instructional strategies are exceedingly successful for students who learn differently.

Additionally, staff, students and families will participate in multiple annual community-based festivals which will give them a perspective of time and place through a practice of traditions. By engaging in these traditions, students will develop long-lasting peer relationships and experience the opportunity for social problem solving through frequent and predictable activities that bring deeper meaning to their school and life experience. This “whole child” philosophy provides shared responsibility and care for the child by every teacher and every staff member working to uphold and establish strong schoolwide traditions. SCCCS II will work to collaborate as a group of empathetic educators to problem solve issues for individual students, families, and relationships with peers and adults.

By operating a countywide benefit Charter School that includes grades 9-12, SCCCS II will be able to expand to all areas of Orange County with speed and effectiveness to meet the demand for a public Waldorf TK-12 grade span school and provide families an opportunity to learn through the Waldorf methodology which has previously been largely prohibited due to high-cost tuition in the private school arena. As mentioned previously, the number of families who desire a public Waldorf education and choose to commute to SCCCS’ current single site, rather than pay upwards of \$20,000 to \$30,000 annually to either of the two geographically proximal private schools in the area is growing. This is despite nationwide declining enrollment due to demographic shifts. In a survey given to Sycamore Creek families during the Fall of 2022, 88% of the fifty respondents indicated they would send their child(ren) to Sycamore Creek’s high school, should one exist.

Would you send your child/ren to Sycamore Creek Community Charter High School?

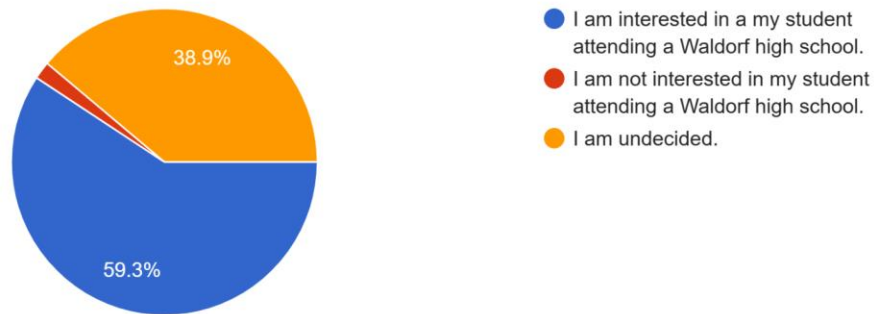
50 responses



Additionally, through the previously mentioned online survey data collected by Sycamore Creek, it was learned that almost 60% of respondents would be interested in a High School option. Looking closer, less than 2% indicated that they were NOT interested in a High School option.

Are you interested in the development of a Waldorf public charter high school program?

108 responses



Sycamore Creek Community Charter School II meets the standard for a Countywide Benefit Charter School in Orange County. Through the Countywide Benefit status, the Charter School will provide a trauma-informed wraparound curriculum to students throughout the County desiring a whole child education. The Charter School will offer comprehensive educational services that benefit this target pupil population and support students in a way that cannot be served as well by a Charter School that operates in only one school district in the County.

As outlined above, if granted a Countywide Benefit Charter School, SCCCS II will be able to “meet families where they are” by evolving from a “commuter” to a “local” school, ensure continued enrollment growth and demand, while also maintaining flexible and responsive admission processes. Notably, SCCCS II will also ensure structural integrity through its current partnerships. Finally, through a Countywide Benefit Charter School, Sycamore Creek Community Charter School II will cultivate enduring relationships with students through greater access to the wraparound curriculum.

ELEMENT 1: EDUCATIONAL PROGRAM

Governing Law: The educational program of the charter school, designed, among other things, to identify those whom the 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 47605.6(b)(5)(A)(i).

Governing Law: The annual goals, for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. Education Code Section 47605.6(b)(5)(A)(ii).

Governing Law: If the proposed charter school will serve high school pupils, the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A” to “G” admissions criteria may be considered to meet college entrance requirements. Education Code Section 47605.6(b)(5)(A)(iii).

Governing Law: If the proposed charter school will enroll high school pupils, information as to the manner in which the charter school will inform parents as to whether each individual course offered by the charter school meets college entrance requirements. Courses approved by the University of California or the California State University as satisfying their prerequisites for admission may be considered as meeting college entrance requirements for purposes of this clause. Education Code Section 47605.6(b)(5)(A)(iv).

MISSION

The formation of Sycamore Creek Community Charter School II stems from our desire as parents and educators to find a school that reflects our pedagogical and philosophical aspirations of education guided by the Core Principles of Public Waldorf Education.

Several SCCCS II founding families’ attend Sycamore Creek, a charter in its 5th year of operation which was inspired by founding families that attended the nearly fifty-year-old North Huntington Beach Community Nursery School (“NHBCNS”). At the time, families were struggling to find a local elementary school that remains in line with the Reggio/-Inspired philosophy.

Every year, parents worried about finding a school that would pick up where NHBCNS left off. Some families were able to attend a Waldorf private school in Costa Mesa, while other families opted to drive to the Waldorf-Inspired Journey Charter School in Aliso Viejo if they were winners of their lottery system, which is highly competitive. Other families chose to homeschool using Waldorf Curriculum. Unfortunately,

these options are only available to the few who are fortunate enough to be able to make these sacrifices for their children, leaving many left with no other option than to attend their local public school, wishing there was another local option. SCCCS II will fill a much-needed gap in our community for those seeking an alternative educational option for their children.

Through an online questionnaire during the 2022-2023 school year Sycamore Creek collected information from interested families. The results indicate that a full 87% of families desiring to learn more about the school came with at least some knowledge of Waldorf education. This shows that public Waldorf education is salient and interest in the specific program Sycamore provides is coming from those families that purposely seek and **choose** it.

What is your knowledge of Waldorf education?

110 responses



SCCCS II will meet the needs of families desiring a Public Waldorf Education recognized by a focus on a “whole child,” philosophy. SCCCS II intends to educate children at the TK-12 level, applying arts-integrated curricula inspired by Waldorf methods, directed by natural, developmental rhythms that enrich student imagination, improve academic performance, and encourage empathetic response to their environment. Teaching emphasizes attention to all intelligence domains. Through experiential, hands-on methods, students will emerge capable of empathetic communication, problem solving, and critical thinking skills with the ability to serve as valuable members of a global community.

Core principles of Public Waldorf education are a holistic approach that relate to the importance of a child developing not only their intellect, but also their social/emotional and physical capabilities. Our program will synthesize a Public Waldorf educational model with the framework of Howard Gardner’s theory of multiple intelligences (MI) that includes not only linguistic and logic-mathematical, but also musical, spatial, bodily/kinesthetic, interpersonal, intrapersonal, naturalistic, and existential.

SCCCS II will educate students in a thematic, arts-integrated, and interdisciplinary curriculum so they develop the ability to communicate with and as scientists and policymakers to solve complex global problems of their future adulthood. Students will recognize the socio-economic, environmental, political, psychological, scientific, environmental, health, and inherent multidisciplinary nature of complex and unclear issues and therefore will be adept at synthesizing disparate information and ideas to solve problems.

Our Mission is to educate students so they:

- think critically and independently while recognizing humanity’s interdependence with the local and global community;
- strive to control the outcome of their educational goals;
- stay committed to engaging the people, places, and learning opportunities around them in order to direct their intellectual, physical, and emotional growth;
- value differences in others by responding with empathy; and
- see challenges as a natural part of life and an opportunity for growth.

SCCCS II has developed a comprehensive and instructionally rigorous program that co-aligns with the Common Core State Standards (“CCSS”), Next Generation Science Standards (“NGSS”), English Language Development Standards (“ELD”), and the remaining State Content Standard (collectively, the “State Standards”). Our scope and sequence, a living document, was developed with guidance from the extensive work of Alliance, a network of 50 successful public charter schools guided by the principles of public Waldorf pedagogy and curriculum. Because SCCC II will be following the research supported Waldorf methodology and State Standards, we have every reason to believe our educational program will yield an increased academic achievement for all students who attend. with guiding principles of public Waldorf

It is our vision to provide students at SCCC II with the environment necessary to grow into lifelong knowledge seekers empowered to strive toward their full potential. Therefore, our mission will be to provide the necessary instructors, instruction, tools, materials, facilities, and overall setting that enhances optimum student learning and potential. We believe our mission and vision will best be achieved through:

1. Careful selection of teachers and staff that wholeheartedly embrace and support the principles that guide public Waldorf education
2. Continued support and professional development for teachers and staff to administer the mission and vision
3. Daily efforts by administration, teachers, and all staff to encourage the spirit of community and partnership with parents and guardians to succeed in our pedagogy of educating the whole child through a “head, heart, and hands” approach.
4. Placing integrity, kindness, professionalism, and goodwill at the center of our priorities in all of our interactions with staff, students, parents/guardians, and outside community members to model healthy discourse, and problem solving for our students

NEED

The charter school movement in Orange County, while behind other counties of California, has been slowly growing and finding considerable success. This comes after a recognition by an Orange County Grand Jury in (Orange County Grand Jury, *Are Charter Schools Getting Passing Grades*, 2007) that the charter school movement in Orange County had remained stagnant for over a decade.

Enrollment for new charter schools has steadily risen and demand continues to grow. While the Orange County school districts provide excellent education, many parents still desire and are actively seeking a nontraditional environment for a variety of reasons. For instance, perhaps they believe their student would better thrive in a less media-reliant setting that exists in many elementary even kindergarten and preschool classrooms where students typically engage a google Chromebook or similar electronic device.

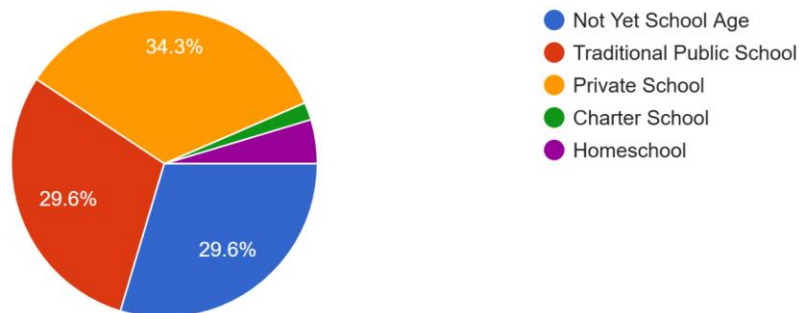
They may desire a more interdisciplinary style that uses content-rich themes to teach multiple subjects or prefer a program that integrates multiple arts into the school day.

Issues such as serving English learners, and other at-risk and/or low academically achieving students, who may simply fare better in an alternative environment, would suggest that charter schools present a win-win scenario in which the burden at the county level is reduced by schools addressing challenges parents believe the charter school will be able to fulfill.

As mentioned in our Mission section, preschools such as NHCBS, and Hilltop preschool, that follow Waldorf-Inspired, Reggio, and/or alternative learning principles, struggle with the next step in their child’s education. Through networking with parents at Sycamore Creek and those whose children attended these preschools, as well as parent groups, and networks drawn to attachment parenting or other natural parenting lifestyles, we have found that families throughout the area from both traditional public and private schools as well as current and/or previous homeschoolers will enroll their children at SCCCS II in the coming years. Through a survey online respondents participated in Sycamore Creek determined that the majority of interested families are from private schools. This coupled with the large degree of understanding of Waldorf education these participants possessed based on their other answers, one can deduce that these families are attracted to Sycamore’s tuition-free Waldorf education, further cementing our assertion that countywide public option is warranted. Below is a snapshot from the survey data.

Where is your student/s now?

108 responses



Moreover, current TK-8 public Waldorf charter schools struggle with the final step in their child’s education: “where to send my child to high school for grades 9-12?” The demand for students to start or continue their Waldorf education for high school is high. By providing a TK-12 grade span, public Waldorf charter school, families will have the opportunity to enroll their children at SCCCS II.

In order to complete the twelve-year developmental curriculum, the Waldorf community must have access to the crown of the Waldorf curriculum, the high school experience. In Orange County there are two TK-8 Public Waldorf Charter schools and one private Waldorf school. Within the greater Los Angeles Metropolitan area there are two TK-8 Public Waldorf charter schools and four private Waldorf schools. Of the more than 200 8th graders graduating from these schools, Sycamore II would be the only Public Waldorf high school option.

Sycamore II will educate high school students from Orange County and contiguous counties, drawing in particularly from the graduates of four regional TK-8 Waldorf public and private schools in Long Beach, Lincoln Heights, Marina Del Rey, and Aliso Viejo at the outset. Sycamore Creek II will be an especially

fitting education for those students who have attended elementary public charter schools inspired by Waldorf education. Through their elementary education, these students have developed artistic, linguistic, and musical capacities, which will continue to be nurtured at SCCCS II.

SCCCS II addresses our target population's preference for an education based on Public Waldorf Principles. The next closest charter school using a program based on the Core Principles of a Public Waldorf methodology, Journey, is a fifty-minute drive away from the Los Alamitos/Westminster/Cypress area. We are aware of many residents of the northwest section of Orange County selected by lottery who are making this trip and many others who continue to stay on the waitlist year after year in hopes of being selected in the lottery for their child to attend the TK-8 school. When our team toured Journey many years ago when we were working to begin Sycamore Creek's single site in Huntington Beach, and met with the Principal, we were greeted with enthusiasm at the prospect of the addition of another public Waldorf charter school option for residents. Journey, in Southwest Orange County, has offered support for Sycamore to serve families desiring a 9-12 Public Waldorf option. In an initial exploration beginning in the fall of 2015, using social media to reach out to prospective families, we found much success and easily raised approximately \$1,000 in contributions towards our petition efforts. Here are some of the comments on social media made by those interested in our campaign:

- "This is so exciting! Looking forward to seeing this come to fruit."
- "So excited to hear about the future of this charter school. Let me know if you will have any volunteering opportunities."
- "This is what I've been looking for, for my children. I look forward to watching it grow and expand. My wish is that my children grow and learn in a nurturing environment and this school sounds like the perfect fit."

Since this initial outreach in the fall of 2015 Sycamore's Facebook page has received 657 organic "likes" and "followers". Sycamore's mailing list, derived from individuals who have subscribed on the website and current families, has almost 1,000 subscribers. The new school raised \$11,745 through 50 individual donations in its initial phase to help with associated start-up costs via Go Fund Me as well as \$8,128.39 through community dine-outs, rummage sales and other donations. Since then, of course, many more funds have been raised through school events to support field trip offerings, new playground equipment and other school items. Here are some other comments by the community of donors and supporters at the time of the original school efforts:

- "Our four adult children graduated from the Waldorf School of Orange County. We are excited to see this exceptional education become a possibility for more children."
- "An(sic) investment in a healthy, well-rounded education for our nephews Dylan and Tyler. Good luck getting SCC(C)S up and running!"
- "Check out this new charter school that hopefully is coming to HB. Like their page...show support. It's going to be such a huge benefit to our community!!"
- "Excited to talk about the prospect of approval for a Waldorf charter."
- "We love waldorf education and the focus on the whole child. Love the use of natural materials and learning through art."

Since that time, in a 2022 survey, SCCCS asked parents/guardians about their views regarding their interest in sending their children to an SCCCS high school, if approved as a countywide benefit charter. As mentioned in the rationale section, we learned that almost 90% of the parents/guardians responded they

would choose to attend if a high school option was offered. Here are some of the parents' opinions regarding SCCCS:

- "I want my children to continue to learn in a way that resonates with their whole being."
- "The philosophy and approach to learning and teaching is learner-centered rather than content focused, so the experience is centered on the learners which is essential to supporting the whole child throughout development."
- "Continuity of Waldorf School Experience and Relationships."

Research in education provides further evidence for the importance of SCCCS II's initiative to bring Public Waldorf Education to the local communities in Orange County. The research in educational neuroscience establishes strong linkages between high student achievement and Waldorf methods. Dr. Marzano's² research confirms that the use of certain practices used in Public Waldorf schools, like teacher looping, summarization, and interdisciplinary teaching, allow children to excel on a variety of assessments, including standardized tests. As educators and their allies implement what they are learning from brain research, Waldorf charter schools will both benefit from and contribute to educational reform. Specifically, we anticipate a steady stream of interest in our unique program, and we will embrace opportunities to disseminate best practices.

Furthermore, 2016 findings from Stanford's Center for Opportunity Policy in Education (SCOPE) indicate that bringing methods guided by the Core Principles of Public Waldorf Education to disadvantaged communities brings transformational positive change in educational performance. Their executive summary that lays out findings from their longitudinal research at a public Waldorf school, Alice Birney, in northern California, clearly supports the view that SCCCS II shares and intends to deliver through our educational program:

³ *"Quantitative analysis of student record data as well as qualitative analysis of interviews with Birney graduates, reveals that Birney successfully supports students' development. In particular, Birney produces greater gains for its low-income and African American and Latino students than for its school population as a whole. Birney students demonstrate low transiency and suspension rates, positive student achievement outcomes, and graduate from high school at high rates. The following are some highlights of the positive outcomes of Birney's approach.*

- *African American and Latino students at Birney have a suspension rate that is ten times lower than similar students in the district.*
- *Over five years' duration for African American, Latino and socio-economically disadvantaged students the effect of attending Birney was correlated with an increase of 8 percentile ranks (i.e., from 50th percentile to 58th percentile) in ELA.*
- *Attending Birney had a smaller but positive effect size for these students in math. Birney students outperform similar students in SCUSD on several behavioral and academic measures."*

SCOPE's definitive findings suggest charter schools that intend to follow similar education programs will find significant success in supporting all students, including all sub-groups in realizing their full potential.

² Marzano, Robert J. *What works in schools: Translating research into action*. ASCD, 2003.

³ 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.

One of the strengths of SCCCS, as determined by the 2022 survey, parents/guardians indicated what they liked most about the Charter School: 1. Waldorf Education; 2. Small Class Size and Small School Size; 3. Programs – Art, Strings, Handwork; and 4. Families. Here are additional comments from our parents:

- “Socioeconomic diversity, down to earth, ‘free’.”
- “The culture and the community.”

These views validate efforts to integrate and support diverse subgroups at SCCCS.

STUDENTS TO BE SERVED

SCCCS II proposes to be a site-based public, countywide benefit charter school to serve students in grades TK-12 in Orange County. We will serve up to 1,500 students and are targeting the student population whose families desire an alternative, non-traditional, trauma-informed, and progressive education. Initially, the majority of SCCCS II students will come from the surrounding communities of the north, and western areas of Orange County, including Los Alamitos (90720), Cypress (90630), Costa Mesa (92626-92628), Westminster (92683), Fountain Valley (92708), Garden Grove (92840-92845), Huntington Beach (92646-92649). Additionally, both public and private Waldorf Schools in the LA Metro are likely strong feeder schools for the High School enrollment. Enrollment for 2024-25 is targeted at approximately 492 students to serve grades TK-8. Additionally, in 2025-26, SCCCS II will add grade 9. In 2026-27, SCCCS II will add grade 10, in 2027-2028 add grade 11 and in 2028-2029 add grade 12. The Charter School will remain as one school authorized by OCDE to retain the strong school community on one or more school sites.

Table 2: Enrollment Projections

Grade	SCCCS Historical Enrollment				SCCCS Enrollment Projection	SCCCS II Enrollment Projections				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
TK	6	7	11	2	9	24	24	24	24	24
K	11	15	14	21	15	48	48	48	48	48
1	13	21	20	22	24	56	56	56	56	56
2	15	22	11	26	24	56	56	56	56	56
3	15	24	20	14	28	56	56	56	56	56
4	11	15	25	20	15	56	56	56	56	56
5	8	15	14	17	22	56	56	56	56	56
6	6	11	14	11	19	56	56	56	56	56
7		9	12	14	11	56	56	56	56	56
8			9	13	13	28	56	56	56	56

SYCAMORE CREEK COMMUNITY CHARTER SCHOOL II, A COUNTYWIDE BENEFIT CHARTER SCHOOL

9							25	50	50	50
10								25	50	50
11									25	50
12										25
TOTAL	84	139	150	160	180	492	545	595	645	695

SCCCS II addresses a growing need for students to be educated with methods outside of traditional educational methods. We believe our programmatic model will provide an option in Orange County that will be considered an addition to the community.

We intend to facilitate an inclusive learning environment with a population reflective of Orange County demographics with thoughtful care for those who may be challenged by ability, socioeconomic background, foster hood identity, linguistic and/or cultural barriers, and/or other unique backgrounds. Equally, we will provide for the particularly bright and/or curious students who may thrive by the engagement in our uniquely creative educational environment. Using experiential and phenomenological approaches, by embedding art and music forms to the rich and vibrant core subjects of math, language arts, science, history, and geography, we have aligned to traditional Waldorf Educational parameters as well as State Standards, so that students are able to achieve their highest potential.

As a public charter school, SCCC II will provide an admission preference to all students who reside in Orange County and will be open to all students who reside in contiguous counties. SCCC II recognizes diversity as central to excellence in education and we support diversity in all its forms including ability, racial and ethnic diversity, gender, socioeconomic status (SES), linguistic, cultural diversity, foster and homeless youth. Our curriculum fosters a warm, safe, and secure atmosphere where each student is respected, and multiple viewpoints can be expressed. Furthermore, SCCC II is committed to the belief that SES should not be a barrier to receiving quality education. We believe economically disadvantaged members of our community deserve equal access to innovative, educational choices.

Below are two maps we created of the block group communities in Orange County. The first is a magnified example of what micro-segregated neighborhoods may resemble around Orange County. This data was collected from the U.S. Census on households who received food stamps in 2013. Most maps found in the public domain are based on larger spatial units such as cities and we believe it is important to consider the SES (using number of households receiving food stamps as a proxy) of the community that we are looking to bring an alternative educational choice to and therefore created a map of block group data using Geographical Information Systems (GIS).

Figure 1: U.S. Census Data of number of households receiving food stamps in 2013 based on block groups

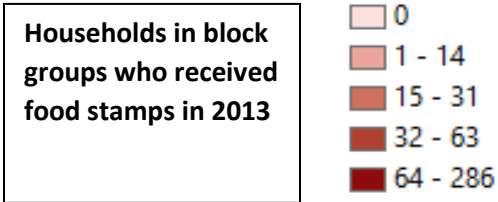
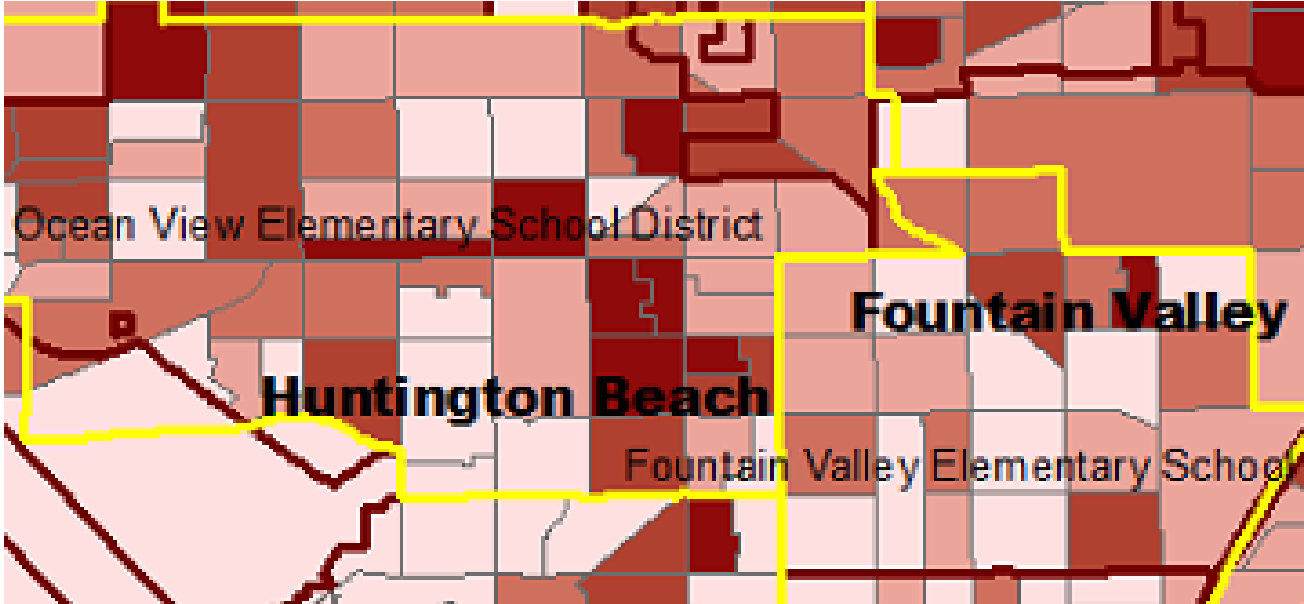
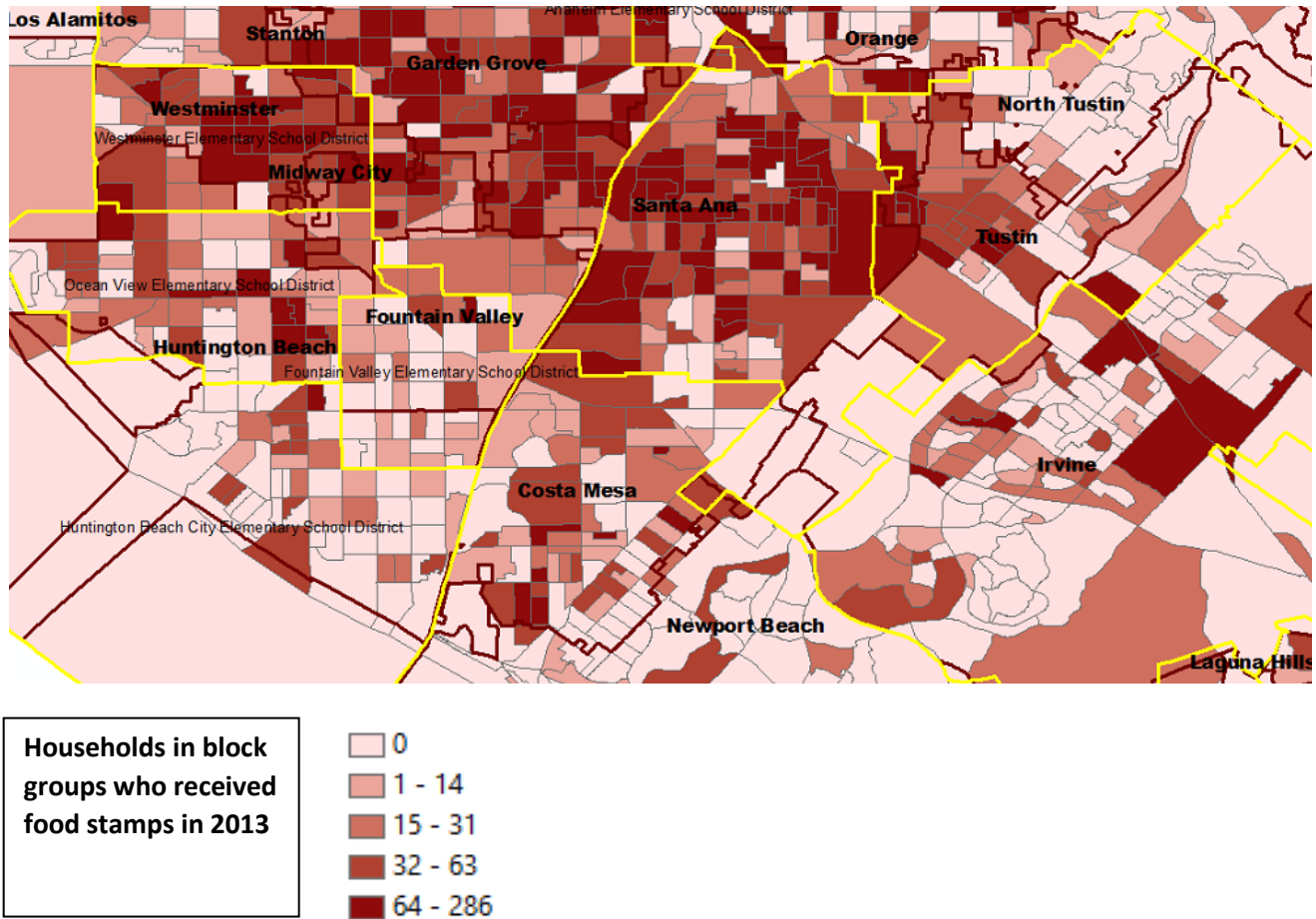


Figure 2: Larger cross-section of number of Orange County households in block groups that received food stamps in 2013. Yellow lines are school district boundaries.



While it is SCCCS II's goal to reflect the large ethnic diversity of its surrounding communities as much as possible, with special attention to the minority Latino and Black communities, we also know that it is difficult to disentangle the effects of poverty and cultural disparities. For instance, research by Kao and Thompson (2003) indicates that although there has been traction, "substantial gaps remain, especially between less advantaged groups such as African Americans, Hispanics, and Native Americans and more advantaged groups such as whites and Asian Americans." Therefore, minority students of Asian descent often surpass their peers in terms of educational achievement and performance and are possibly not as susceptible to inequalities related to their ethnic background. (Kao p. 417)⁴ However, this is not always the case and researchers often find that SES factors also play a large part. For instance, Clayton (2011), found when looking at race, SES, and school performance that the pass rates of White students was the most strongly negatively correlated with SES when compared to other groups. This finding suggests that

⁴ Kao, Grace, and Jennifer S. Thompson. "Racial and ethnic stratification in educational achievement and attainment." *Annual review of sociology* (2003): 417-442. There are differences within the pan ethnic groups however. For example, Cubans, Central and South Americans outperform Mexicans and separately Laotians and Cambodians do not outperform whites like Chinese and Koreans do.

pass rates in schools with higher rates of free/reduced-price lunch eligibility are connected. Therefore, it is important to carefully consider the educational needs of all students, without letting any slip through the cracks.⁵

Figure 3: Orange County Map with Cities and Contiguous Counties⁶



⁵ Clayton, J. K. (2011). Changing Diversity in US Schools The Impact on Elementary Student Performance and Achievement. *Education and urban society*, 43(6), 671-695.

⁶ Orange County Almanac (2003). Given Place Publishing.

LEARNING PHILOSOPHY

Waldorf education, developed by Rudolf Steiner, a renowned thinker of his time, converges with SCCCS II's mission and vision to also develop *hardiness* and Howard Gardner's theory of Multiple Intelligences. Steiner's prescriptive was that teaching the whole child ought to be the educator's goal. Steiner lived during the industrial revolution, which brought about large economic, social, political, and technological changes, and he believed students needed to develop into ethical, versatile, and independent learners in order to properly surmount the great challenges of a war-torn Europe. Today this is no less true, and perhaps even more so. Steiner recognized that individuals should develop not only their intellectual capacities, but also their physical, social, and emotional capacities. In Public Waldorf education, this is referred to as the "head, heart, and hands" approach. SCCCS II believes this approach holistically considers the whole child and provides the methods necessary to develop students' resilient capacities measured by the *three C's of hardiness: control, commitment, and courage*. Through a comprehensive approach to education, the three C's of hardiness will be cultivated. For instance, a child who learns to acquire the patience to knit a satchel for their recorder in first grade, develops a stick-to-it understanding through meaningful work. Not only do they feel a sense of pride and ownership of their craft, but the *challenge* to persist to the achievement of the finished product builds resilience even though it may take a long time and be difficult. It also instills the belief that they can *control* the outcome by perseverance to complete the satchel through their own effort and stay *committed* to asking for help if needed.

SCCCS II is committed to creating a healthy community which reflects and supports our common values. We believe that children develop social responsibility and feel a greater sense of significance in a, supportive environment which promotes close, long-term relationships with classmates and teachers. In an atmosphere of respectful and clear communication, cooperation, and parent participation, we believe children flourish and grow to be healthy, capable, contributing human beings.

We believe that teaching children to care for and respect the earth encourages global responsibility and promotes environmentally conscious living. In celebrating seasonal festivals as a school, children experience the seasonal cycles of their environment and are drawn to live in harmony with the world they live in. By introducing electronic media when developmentally appropriate, we foster a cooperative and encouraging culture (rather than a competitive one), that stimulates intrinsic motivation, so that a child's inherent creative and intellectual abilities will naturally develop. At the heart of this approach is the recognition that teaching must be presented to children in a way which fills them with wonder, appreciation, and enthusiasm.

Guidance by Core Principles of Public Waldorf Education

Concomitant with the charter school movement is the Waldorf Public Education movement. Coalitions such as the 50 schools who are part of The Alliance for Public Waldorf Education have vigorously worked to support this movement of Waldorf Education in the Public-school realm. Alliance has developed and provides helpful resources to developing and developed schools. For instance, an in-depth project was undertaken by the coalition to understand how to help Public Waldorf charter schools meet the Common Core State Standards. Alliance prepared a lengthy report to provide guidance to new and existing charter schools on CCSS alignment with Waldorf pedagogy in the classroom. A basis by which to make decisions regarding CCSS. SCCCS II plans to utilize Alliance's guide. Alliance's work provides not just "what and when" but also "how" charter schools guided by the Core Principles of Public Waldorf Education can address the CCSS while remaining true to Public Waldorf Education philosophy and pedagogy.

Currently, there are approximately one thousand Waldorf schools in ninety-one countries, including approximately 150 in the United States, where growth has been particularly vigorous. While many of these schools are private, that the number of public schools inspired by Waldorf educational methods is growing fast.⁷ In the United States, there are now more than sixty public schools guided by the Core Principles of Public Waldorf education, thirty of them charter schools located in the West. With only two (one being SCCCS single site) public charter schools guided by the Core Principles of Public Waldorf Education in Orange County, currently, SCCCS II is uniquely positioned to further meet the mounting demand for a child-centered, rigorous, and vibrant public Waldorf education.

Our curriculum develops the child's active will and supports clear and independent thinking. SCCCS II is committed to contributing to the healthy growth of the whole child at each stage of development. For instance, our TK and Kindergarten teachers will exemplify for students a model of an engaged and energized individual, inspiring them to become active in class participation. From first grade and on, the imagination will be stimulated, and developed in stages, to provide momentum for abstract thinking. This will establish and build upon a solid foundation of analytical and critical thinking abilities for each child as they begin to discern the world around them. Gradually, and appropriately, stimulating the intellect through the 1st through 12th grades, our philosophy places equal emphasis on the child's inner life, academic progress, artistic expression, and social development.

Multiple Intelligences

SCCCS II's approach considers the importance of articulating a clear educational framework that includes Howard Gardner's theory of Multiple Intelligences. Gardner has suggested that instead of⁸ only two main areas of intelligence, humans exhibit multiple intelligences (MI's): linguistic, logic-mathematical, musical, spatial, bodily/kinesthetic, interpersonal, intrapersonal, naturalistic, and existential. Although MI's are not correlated with each other (as researchers would expect), falsifiable, or testable, we believe that they are nevertheless important constructs by which to organize an educational program founded upon teaching to the whole child. As such, we believe each student should have the opportunity to develop multiple intelligence domains in order to become a well-rounded person. It is consequently our goal to educate students so that they are well-rounded, have a deep sense of well-being, and fluency in the nine MI's. We posit that education guided by the Core Principles of Public Waldorf Education addresses all of Howard Gardner's 9 intelligences and believe as Steiner did, that an effective educational approach is to begin with an inner vision of the child and the child's needs, and build the curriculum around the person rather than the reverse.⁹ The following is a more complete description of how the nine intelligences correspond with the guiding principles of Public Waldorf Education and which subject components of our curriculum fulfill the development of each intelligence domain.

Visual-Spatial Intelligence:

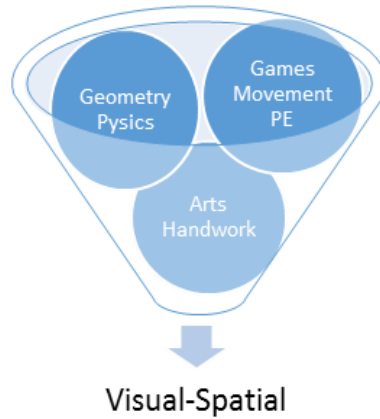
Visual-Spatial Intelligence is the ability to visualize with the mind's eye. Sailors, pilots, and architects are adept at this skill. Mastery of puzzles and differences in pictures are evident in individuals high visual-spatial awareness. Our specialized program at SCCCS II will offer a full spectrum of activities for students to fully explore and develop their Visual/Spatial knowledge. Through handwork that includes, knitting, weaving, crochet, sewing, and woodwork (when the budget allows) students will develop Visual/Spatial Intelligence. Furthermore, our integrated-arts curriculum offers plentiful opportunities to spatially

⁷ Costello-Dougherty. "Waldorf Public Education Are On the Rise", *Edutopia*, 2009)

⁸ Intelligence Reframed: Multiple Intelligences for the 21st Century, Howard Gardner 1999 Basic Books, New York

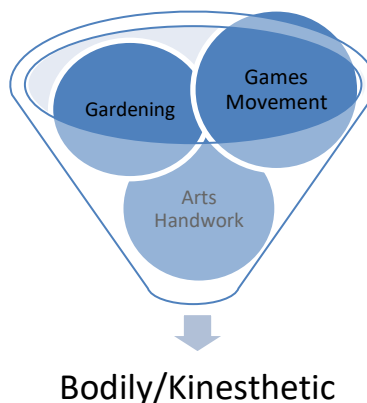
⁹ Thomas Armstrong, cited in Eric Oddleifson, Boston Public Schools As Arts-Integrated Learning Organizations: Developing a High Standard of Culture for All.

develop. In the upper grades, through physics and geometry, students will deepen their Visual-Spatial Intelligence, and throughout the 1st-12th grades students will receive instruction during our “Games” component from individuals with specialized spatial dynamics training in order to maximize opportunities to develop their Visual-Spatial Intelligence.



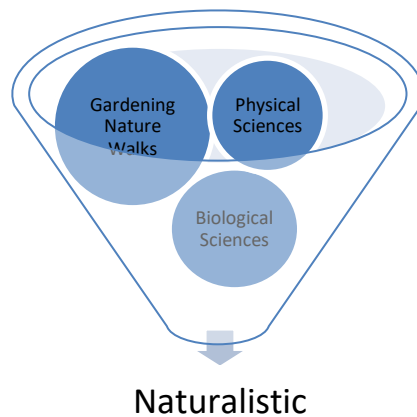
Bodily-Kinesthetic Intelligence:

Having control over one’s bodily movements is a type of Bodily-Kinesthetic Intelligence. For instance, dance, according to anthropologists, has been found to “reflect and validate social organization” (Gardener 2011). Having a strong movement vocabulary requires an ability to determine the “speed, direction, distance, intensity, spatial relations, and force” of movement. Furthermore, fine motor control, and a keen sense of balance is related to Bodily-Kinesthetic Intelligence. We believe SCCCS II’s program will support students in reaching their full Bodily-Kinesthetic Intelligence by engaging in thoughtful games and movement led by experts such as those trained in Eurythmy (so long as budget allows, Eurythmy will be offered) and/or Spatial Dynamics, which is considered speech through movement and involves a pianist accompaniment, and props such as copper rods, and copper balls. During classes, students will develop balance gross and fine motor development as well as other skills to increase their strength, coordination, sportsmanship, flexibility, and timing.



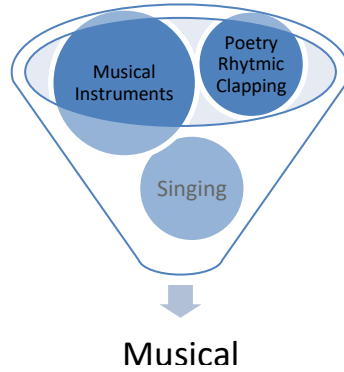
Naturalistic Intelligence:

At SCCCS II students will develop a keen interest in varying ecologies from human culture, the behaviors of other species, and the plant world through gardening, nature walks and instruction in the physical and biological sciences. To promote the development of Naturalistic Intelligence so that students learn to sense and make patterns and connection of the natural elements, they will experience topics such as weather, climate, zoology, botany, geology, meteorology, paleontology, and astronomy. This attention to the development of Naturalistic Intelligence will increase students’ levels of sensory perception in order to notice similarities, differences, as well changes or the lack thereof in their surroundings. Students will also learn to categorize and catalog concepts and items by frequent opportunities to collect items such as rocks, feathers, shells. Students will be encouraged to develop a sense of wonder about the beauty and the scientific processes of the natural world as an evolving living system through SCCCS II’s unique eco-literacy approach.



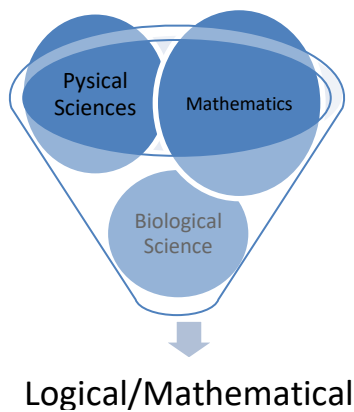
Musical Intelligence:

Gardner posits that individuals with highly developed musical intelligence may begin decomposing pieces of music they are learning. The act of decomposition encourages re-creating new compositions. Students will have ample opportunities to master various musical skills and abilities through the prominence music will play throughout our program. For example, students in 1st grade and higher will sing, and play either the pentatonic flute or recorder at the start of their main lesson. Also, students in 4th grade and higher will learn string instruments. In TK/Kindergarten a thread of musicality connects transitions throughout the day. For instance, Teachers will use short melodies to ease students into new and different activities activating the oral-aural channel. Instead of announcing that all students are to “line up” or begin cleaning up, teachers might begin singing a short song as a signal to the students that a change is coming. This will give the students gentle encouragement to transition into the next activity. An example of a clean-up song is, “Tick-tock goes the clock, what does it have to say? Time for us to pick up our toys and put them all away.” This careful attention to the use of music through transitions as well as the multiple ways music will be incorporated throughout the day will encourage students to recognize music as a natural component of their daily life, thus strengthening their Musical Intelligence domain.



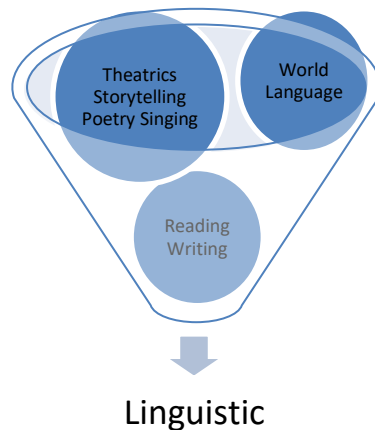
Logical-Mathematical Intelligence:

The world of objects is the primary origin of the development of Logical-Mathematical Intelligence. SCCCS II's program will help students develop and appreciate abstraction and how it relates to physical realities through a developmental approach. From TK/Kindergarten through grade 6th, students will engage in learning that includes concrete experiences to cement understanding. Beginning with an understanding of the "whole" of a concept or object and then broken down into parts, students will learn to follow "long chains of reasoning" and "increasingly abstract tiers of analysis." We believe that the natural inclination is to first take something apart (such as a watch) and learn how it works, before one can understand the logic of creating one. By starting with a whole bushel of apples, an entire eco-system, or a complete society, students will gradually learn logic in an accessible way. This is primarily introduced through narrative, the use of realia and other visual materials, and experiences so that the student can create a concrete picture of an event, object, or concept. For instance, to learn time, the teacher may use colored chalk to draw a large clock outside on the paved concrete, complete with minute and second marks, and a tall wooden dowel in the center to effectively create an accurate sundial. By letting the students observe how the sun moves slowly around the clock, the students will have an opportunity to appreciate more deeply the concept of time. By further playing a game where the students can take turns being either the second or minute, by themselves moving around the circle, students will learn to appreciate the concept of time in a more personal way, thus, prepared to learn the full spectrum of CCSS associated with time. In this way, we believe the student orients to the topic, and is therefore actively engaged in using their own imagination to enliven the material in a way that increases understanding and retention.



Linguistic Intelligence:

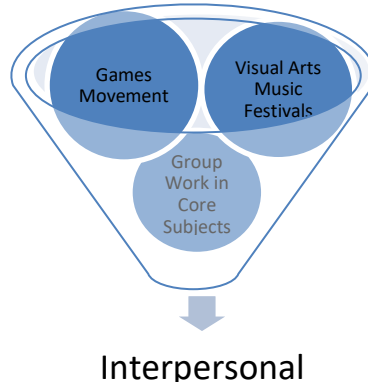
Linguistic intelligence is to be adept in the ways by which to communicate in words through reading, writing, and telling stories. The fact that deaf people can equally acquire language skills suggests that there is not necessarily an aural component required to having linguistic competency. Nevertheless, Gardner suggests that “Understanding of the evolution of human language, and its current representation in the human brain, is likely to fall wide of the mark if it minimizes the integral tie between human language and the auditory-oral tract.” (p. 103 Frames of Mind). Through not only reading and writing, but also through visual arts, poetry, and singing, the full spectrum of auditory-oral aspects will be engaged in SCCCS II’s program. Furthermore, through World Languages, and storytelling students will thoroughly develop their linguistic faculties.



Interpersonal Intelligence:

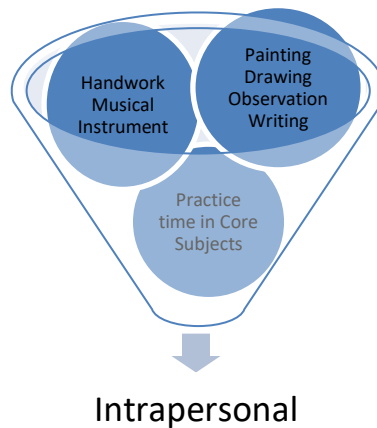
One’s level of sensitivity to others’ moods, feelings, temperaments, and motivations, as well as the ability to cooperate in a group, demonstrate Interpersonal Intelligence. Those with high interpersonal intelligence communicate effectively and empathize easily with others and may be either leaders or followers. They often enjoy discussion and debate. Gardner has equated this with the emotional intelligence of Goldman.¹⁰ By engaging in group work during Main Lesson, and the specialty classes of Games and/or Eurythmy (both will be offered if budget allows), World Language, y students will successfully learn to navigate the social world and develop strong Interpersonal knowledge and intelligence. Because a founding premise of our developmental model is that students learn from imitation, TK and Kindergarten teachers will make special efforts to be worthy of emulation. All of our teachers throughout the grades will strive to be models of unwavering character and ethics representing to our student body model citizens.

¹⁰ Gardner, Howard (2002). "Interpersonal Communication amongst Multiple Subjects: A Study in Redundancy". Experimental Psychology



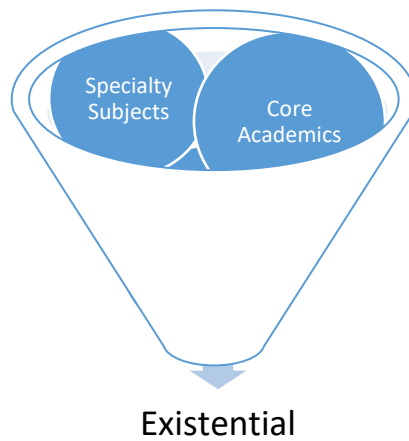
Intrapersonal Intelligence:

Intrapersonal Intelligence is one’s ability to be introspective and self-reflective. Our program will help students to develop a deep understanding of the self; what their individual strengths or weaknesses are, what makes them unique, and learn to predict one’s own reactions or emotions. We will focus on helping students to develop a strong sense of responsibility, self-reliance, and resilience, empowering them with the ability to be vital, disciplined, and hard-working individuals who take initiative, self-regulate, and are fully accountable for their own actions. We will strive to teach students to see others as individuals, not as members of a group, give of themselves, work to make ethical decisions, work cooperatively and understand and respect individual and cultural differences. Because of our looping model in which the students stay with the same teacher and students for multiple years, students will have the opportunity to learn the value of relationships, respect for each other, and for authority. Because our curriculum uses narrative, experiential learning, and visual aids, students will develop a sense of wonder and curiosity, enthusiasm, and passion for learning. And because the curriculum relies on teaching ethics through stories such as fables, a sense of social justice and responsibility to the local and global community will be instilled in students. Through activities that they can engage in separately such as painting, drawing, observation, handwork, and observation, students will become actualized in their abilities to be introspective and self-reflective.



Existential Intelligence:

Gardner also suggested that an "existential" intelligence may be a useful construct. We believe Existential Intelligence is a powerful additive to our educational model. Our teachers will guide students through their daily struggles to overcome and embrace challenges whether they are to read one more word, sentence, page, chapter, or book, write one more letter, word, sentence, paragraph, or page, do one more push up, lap, or rope jump, stitch one more knot, row, or square, play one more note, line, or song, or speak one more word, line, or verse. Furthermore, through consistent encouragement and mentorship in individual and group work, our teachers will encourage students to believe and strive to effectively control the outcome of their educational goals, small or large. By an emphasis on cooperation and intrinsic rather than extrinsic reward, we will aspire to help students to stay committed to their goals by staying engaged with their classmates, their teacher, and the material at hand.



Using MI's theoretical framework as a guide, educators at SCCCS II will teach with the nine intelligence domains in mind so that the culmination is the education of enthusiastic lifelong learners. Students in the 21st century must be joyful, confident, self-motivated, aware, inquisitive, resourceful, and persistent if they are to know how to best learn, and hence, thrive in an ever-changing world. We believe our comprehensive learning program that teaches to the whole child through a "head, heart, and hands" approach will achieve this.

Arts-Integration

Through differentiated instruction that addresses the nine intelligences, by virtue of arts integration in every core content area, SCCCS II will be able to meet the unique parameters laid out in our charter, as well as the CCSS. The visual and performing arts develop the aesthetic sense and support the students' emotional life. Arts-integration, inclusive of visual, musical and performance art, has been proven to have positive effects on student achievement and engagement. Several of Gardner's multiple intelligences are exercised through the many arts in our daily lessons (*Movement, Sculpting and Handwork*: Bodily-Kinesthetic Intelligence; *Drawing and painting*: Visual-Spatial Intelligence; *Instruments, singing*: Musical Intelligence; *Storytelling, Drama*: Linguistic Intelligence; *Cooperative Group Work, Games, Chorus*: Inter and Intra social-emotional Intelligences). Art projects will be thematically linked to academic work. For example, fractions may be demonstrated through experiencing musical whole, half and quarter notes. As the "What the Arts Change about the Learning Experience" study concludes, "Involvement with the arts provides unparalleled opportunities for learning, enabling young people to reach for and attain higher levels of achievement."¹¹ The study describes how integrating the arts in education changes the learning experience in multiple ways including reaching disparate groups often not reached in traditional learning environments. For instance, the arts reach students *who* are not otherwise being reached, *in ways* they are not otherwise being reached; connect students to themselves and each other, transform the environment for learning, provide learning opportunities for the adults in the lives of young people, afford new challenges for those students already considered successful, and connect learning experiences to the world of real work. Arts integration holds relevance in today's educational climate for both students and teachers, leading to increased academic achievement and student retention while assisting teachers to move toward 'highly qualified' criteria, and be effective and innovative in the teaching profession. Research has proven that students who study the Arts consistently perform better in academic pursuits. Recent scientific studies show that music enriches a person's thinking capacities and overall well-being. In one study, researchers increased students' music lessons from one to five a week while cutting back on math and language studies. After three years these students were as good at math as students who had stayed in the standard curriculum, and even better at languages.¹² Another wonderful benefit is that music students tend to be more cooperative with one another. For all these reasons, a fundamental component of SCCCS II's program is pervasive arts-integration throughout our curriculum and interwoven as much as possible into the daily activities of students.

What it means to be an "educated person" in the 21st century

An educated person in the 21st Century possesses the ability to not only learn but learn *how* to learn. Therefore, they can solve problems, and thrive through adversity. They have the strong will and courage to grow despite the difficulties they might face. In the introduction of his 2003 groundbreaking book, Todd Oppenheimer suggests what it means to become an educated person has been turned on its head by a "thin academic experience" in classes where technology is the main learning modality used. He suggests that there are a few "sturdier traditions" such as the Waldorf methods (of which he spends a chapter analyzing the merits) that have the potential to open up "a whole new direction in education policy—a

¹¹ Fiske, Edward B. "Champions of change: The impact of the arts on learning." (1999).

¹² Almodovar, Mayra. "Integrating music, drama, and the visual arts in the early childhood curriculum: A study of early childhood teachers in a metropolitan area of Puerto Rico." (2010).

turn to what might be called ‘enlightened basics’.”¹³ We believe that by making “enlightened basics” the foundation of our educational program SCCCS II will help students develop into individuals who have the ability to learn, solve problems, and thrive through adversity. Using methods guided by what Oppenheimer refers to as a “sturdier tradition”, the principles of Public Waldorf Education, SCCCS II will successfully fulfill our founding mission and produce students with a strong will to direct their own path, choosing to stay committed to confronting and embracing all challenges and opportunities for growth.

Many education systems around the world have been adjusting to research that indicates that in the early kindergarten years, for instance, the pertinent social skills developed take priority over academics. This is because through the development of social skills, and the executive functioning portion of the brain, future capacities for abstract thinking is maximized.¹⁴ Without this crucial development, students are in danger of lacking vital communication skills, which are necessary more than ever. At SCCCS II we recognize the benefit of a play-based, holistic TK and Kindergarten program that readies students for academics that begin more formally in first grade.

Now, in the Information Age, we are increasingly understanding that the ever-changing data and rapidly changing systems and situations require critical thinking and collaborative skills. (TLC pg. 19) The SCANS (U.S. Department of Labor Secretary’s Commission on Achieving Necessary Skills) report affirms that schools must teach a new set of skills to prepare people for today’s workforce. Of sixteen skills outlined, eight are social/emotional competencies. (TLC pg. 20-21) Rather than incur potential behavioral issues by not giving adequate time for social development, SCCCS II’s educational model (DR. BARR citation) recognizes that developmentally the student should be ready to focus, control their emotions, and begin to rationalize in order to avoid social delays that hinder the student and the dynamic of the class community of which they are a part upon entering first grade.

The Importance of Community

An educated person in the 21st century understands that to achieve a fulfilled life, community involvement at the local, state, national, and global, is critical. A student must first learn and appreciate their local, natural, surroundings, and the individuals included in that system. Branching out to gain a thorough understanding of their state, followed by their nation, and ultimately the modern system of globalized nation states will give students a grounded, yet fully aware perspective. Our program fosters the gradual community hierarchy through appropriate developmental lenses. For instance, through narrative and storytelling students engage biographical accounts of influential individuals in their nation, followed by other nations. These are taught through thematic block style teaching with historical, cultural, and geographical components along with language arts. The student, depending on the grade level, may be introduced to map-making or visit an important historical site to cement their understanding of a topic. Visiting the “Newland House”, a local historical site in Huntington Beach, for instance, where students can churn butter and see artifacts related to individuals from an earlier time period, provides deeper appreciation of how our local community has developed.

¹³ Oppenheimer, Todd. *The flickering mind: The false promise of technology in the classroom, and how learning can be saved*. New York: Random House, 2003.

¹⁴ McClelland, Megan M., Claire E. Cameron, Shannon B. Wanless, Amy Murray, O. N. Saracho, and B. Spodek. "Executive function, behavioral self-regulation, and social-emotional competence." *Contemporary perspectives on social learning in early childhood education* 1 (2007): 113-137.

Furthermore, work outside the classroom building our larger student/parent/teacher community through seasonal festivals will provide opportunities for the larger community to come together focused on a central seasonal theme. We believe this outreach into the community enhances students' understanding of a widening circle of humanity. Furthermore, by uniting with the larger community in such a way, opportunities for further partnerships to create a welcoming, cohesive, and strong neighborhoods will form organically. We also believe these events are an important point to reach underserved members of the locale. Our hope is that through these efforts, we will ultimately reach students who would specifically benefit from our educational program.

Develop Resilience and Hardiness

An educated person in the 21st century must be resilient, gritty, and hardy in order to thrive. Students who develop these traits will be able to respond appropriately to stressful life events. Research over the last five decades by Dr. Salvatore Maddi, UCI professor and founder of the Hardiness Institute, indicates that the skills of high performing individuals are related to their level of psychological hardiness, a characteristic he noticed during his early research of the largest corporate upheaval to date, the Illinois Bell reorganization.¹⁵ He, along with Deborah Khobasa, noticed that while some employees succumbed to the chaotic environment (quit, resorted to drugs and alcohol, decreased work performance, suffered health problems, divorced, and even committed suicide), other employees actually thrived. Maddi and Khobasa's extensive work, observing and interviewing employees, led them to the hypothesis that one's level of hardiness buffers the effects of negative environmental factors and ultimately allows individuals to adjust and thrive. Through an individual's levels of the three C's of hardiness, courage, commitment, and control, people are able to intuit necessary adjustments and change with the times. These represent an individual's tendency to believe one can "control" the outcome of one's goals, rather than passively surrender to the outcomes; one's "commitment" to the people, circumstances, and situations in which they are engaged, rather than retreating into isolation; and one's "challenge" to continue to desire to grow through the adversity they will face, rather than give way to fear.

Today, this is more important than ever, and therefore the reason that any educational program must not focus on academics alone. It is why SCCCS II includes existential intelligence, suggested by Howard Gardner, to be an equally important intelligence as the others in his model of MI. Gardner defined intelligence as, "a biopsychological potential to process information in certain kinds of ways, in order to solve problems or create products that are valued in one or more cultural settings."¹⁶ SCCCS II will assure healthy and whole development of every student so that they each have the knowledge, skills, and resiliency to be successful in the 21st century.

To achieve this, SCCCS II teachers, administration, students, and families will work together as a learning community that is dedicated to caring, supportive, active participation and positive expectation. The American Psychological Association also recognizes the value of hardiness and resilience in children. "In the fall of 2003, the APA launched "Resilience for Kids & Teens," a school-based campaign which focuses on teaching the skills of resilience for problems ranging from adapting to a new classroom to bullying by

¹⁵ Maddi, Salvatore R. "The story of hardiness: Twenty years of theorizing, research, and practice." *Consulting Psychology Journal: Practice and Research* 54, no. 3 (2002): 173.

¹⁶ Seaver, Shannon. "Chapter Page 1. Introduction Statement of Research Problem and Questions 9 Significance of Research Problem 10 Assumptions 10." *Learning* 218: 755-2027.

classmates or even abuse at home. The campaign included the distribution of a special issue of Time for Kids Magazine to more than two million fourth- through sixth graders and their teachers to help children learn the skills of resilience, using "kid-friendly" language."¹⁷

On their website, the APA suggests important ways that both teachers and parents can help their student and child develop hardiness. SCCCS II plans to employ these methods and, fortunately, has the personal guidance of Dr. Maddi to do so. Ultimately, through a curriculum that recognizes and values persistence, achieved by way of the development of the three C's, students will acquire the skills both necessary and predicted to be even more important for future university performance in all realms.¹⁸

How Learning Best Occurs

Visceral, Sensory Experiences

We believe learning best occurs in an upward spiral where knowledge and understanding develop slowly and deeply. We believe this occurs through visceral experiences reliant on activities that engage the senses, which in turn imprint on a student's memory in a way that has a lasting effect. With this approach, memories, ideas, concepts, and facts are more easily accessed in the future. We believe the way to bring rich, impressive experiences, which allow for a deeper memory association to occur, is through thematic, interdisciplinary, and arts-integrated curriculum brought to the students by a fully engaged teacher. This is supported by a warm and inviting, and vibrant environment. Therefore, baking, cooking, gardening, and botany are effective sensory experiences that create environments conducive to intense learning for a variety of subjects. By also incorporating art and music, not only are the visual and aural learning modalities activated, but emotional responses are also actuated in order to heighten potential for deeper cognitive engagement.

Carefully Constructed Learning Environment

The way that SCCCS II will effectively educate its students is by first recognizing that every child is unique and there is no one-size-fits-all to teaching. Because we believe education is as much an art as it is a science, we bring a full quiver of methods guided by the Core Principles of Public Waldorf Education to the table. Since it is our belief and goal to teach the whole child so that they develop into a well-rounded and fully capable adult, we recognize that the nine intelligence domains are equally valuable and interdependent. We therefore ensure that our curriculum is attuned to the nine intelligences in a well-rounded approach.

Clear Learning Objectives

SCCCS II believes that learning best occurs when there are clear educational objectives that are detailed, quantified, and measurable. We focus on intensive language and math literacy, as well as social literacy so that students are firmly grounded in the world around them and have the skills needed to navigate in it successfully. Guided by core principles of public Waldorf methodology, this understanding relies on measurable learning objectives in order to assess how well students are reaching their potential in the nine intelligences, while also mastering Waldorf/Common Core State Standards.

¹⁷ (<http://www.apa.org/research/action/lemon.aspx>)

¹⁸ Maddi, Salvatore R. "The personality construct of hardiness: I. Effects on experiencing, coping, and strain." *Consulting Psychology Journal: Practice and Research* 51, no. 2 (1999): 83.

Developmentally Appropriate Material

To ensure optimal learning at SCCCS II, we prioritize the preservation of childhood through careful attention to developmentally appropriate material. Premature intellectual demands that require undeveloped abilities to engage in abstract thinking are avoided and teaching of new concepts and skills are introduced at appropriate ages. We believe this fosters a cooperative, engaging environment. By bringing material to students when they are primed developmentally to receive it, students will develop an intrinsic motivation rather than extrinsic, which leads to a happier student with a greater sense of well-being and ultimately achievement. We believe precious time to deeply teach concepts that are appropriate is saved rather than attempting to teach concepts prematurely and repeatedly. Our desire to defend childhood because we believe it supports student learning supports a healthy development of the imagination through creative play, nature-based activities, appropriate autonomy, and a wholesome environment.

Common Core State Standards

SCCCS II will ensure an overall co-alignment of Common Core State Standards (CCSS) with a curriculum guided by the principles of a Public Waldorf education for students in order to meet the requirements of state-mandated standardized testing. Public Waldorf curriculum determines that some state standards will be addressed at different grade levels from those stated in the CCSS. It is SCCCS II's goal for students to meet or exceed statewide performance standards by the completion of eighth grade (if not sooner) and continue to meet or exceed state standards through their senior year of high school in accordance with Education Code Section 47605.6(d). Students will also demonstrate competency in state grade-level content and performance standards, progress on the State Testing Program, and competency in standards of Public Waldorf education and MI. Please see the scope and sequence section in the appendices for a full outline of CCSS to the Public Waldorf curriculum. We created this Scope and Sequence of CCSS to Public Waldorf curriculum by adapting "The Alliance for Public Waldorf Education Recommendations for the Appropriate Placement of the Common Core Standards into programs guided by the core principles of public Waldorf Programs to our curriculum. This resource is intended to be a starting guide for SCCCS II's faculty and staff to lesson plan and is based on the average of where Public Waldorf curriculum meets CCSS. Therefore, there may be changes, adaptations, and an overall evolution as SCCCS II strives to align its curriculum continually more closely with CCSS as developmentally relevant. Throughout our charter we refer to "Waldorf/Common Core State Standards," which are based on the amalgamation of the information in the scope and sequence.

Parents will be informed when the delivery of the SCCCS II curriculum differs in sequence from traditional schools, so that they may make well-informed decisions on the enrollment of their children. Parents will learn about the benefits of remaining in the school throughout the grades and long-term commitment to the school will be sought to achieve optimal student learning and success. We believe grade-level standards will be targeted to a sufficient degree (and even higher in some cases) to support transient students should they move to other schools throughout California to continue their grade-level education. We believe with direct up front and continued communication with parents/guardians about our program and where grade-level standards are met, they will be able to make informed decisions about their desire to enroll their student and the potential change in curriculum that would occur should there be a move to another school. Certainly, this is a common challenge among families who seek different forms of education over the course of their child(ren)'s education and SCCCS II will make every effort to facilitate smooth transitions should they occur. Our goal continues to be one that affords a developmentally appropriate, consistent, framework that carefully considers CCSS and how it maps onto the Public Waldorf curriculum.

Alignment with University of California A-G Requirements

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

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

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

The SCCCS II curriculum exposes students to the various interpretations of history. The students learn to distinguish between sound generalizations and misleading oversimplifications and distinguish valid historical interpretations from fallacious arguments. Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations. Students gain interpretative skills enabling them to identify causal connections between historical events and larger social, economic, and political trends. However, they recognize the complexity and limitations of historical causes and effects as they interpret the meaning, implication, and impact of these events within a contemporary context rather than solely in terms of present-day norms and values. Students consider individual human agency as a historical force and to what extent human actions can cause events to occur differently. Students analyze how human actions affect our world and examine the associated environmental, economic, and social issues. Through chronological and spatial thinking, students evaluate the consequences of past events. Students will consider the impact of historical change in economic, social, and political contexts. Students will also consider the physical geography, values and beliefs, and interpersonal relationships of the people affected by historical events. Students will use a variety of maps and documents to interpret human movement, including major patterns of domestic and international migration, changing environmental preferences and settlement patterns, the frictions that develop between population groups, and the diffusion of ideas, technological innovations, and goods.

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

The English/Language Arts curriculum at SCCCS II seeks to offer students literature, writing and opportunities for inquiry ranging from ancient text selections to contemporary literature and creative writing. Aligned with the California standards and the University of California “B” requirement, courses encompass and engage students in critical thought, deeply develop and hone writing skills and offer ample opportunity for students to read, discuss, disseminate, integrate, and model the moves of academic and creative writers. Students are asked to read widely in a variety of genres, including novels, short stories, essays, plays, poetry, and memoir. Texts selected will reflect a broad range of chronology, with selections from classical literature, modernist work and contemporary, culturally diverse writings and theory. Faculty and students’ journey through each text, giving their close attention to themes, style, character, plot, sense of place and relevance to given time, and they examine the relationships between the work and the author’s audience and purpose. The conscious understanding of the power of language is demonstrated in the teaching and facilitation of analysis skills (including development of rhetorical strategies to break

down text) and literary theory, which will be applied to relevant texts. Additionally, texts are explored from social, political, cultural, philosophical and sustainability lenses, enhancing the student's understanding of the integral role literature plays in our understanding of past and present as well as illuminating the human story. Students write, revise, and resubmit essays that reflect the continuing development of their understanding of a given text and assignment. Ample chance for peer editing of essays and other written work is regularly offered in class. Finally, the curriculum includes creative writing coursework—giving voice, purpose, and audience to the student's own writing.

Mathematics—the “C” Requirement

Mathematics is the study of quantity, structure, space, and change. It has been called the “queen of the sciences” owing to its position of central importance in every field of science. In the Waldorf pedagogy, mathematics is a pure experience of abstract thinking. A solid grounding in mathematics is essential not only for the student who will pursue higher education, but for every adult who wishes to participate effectively in a modern society of ever-increasing complexity. The mathematics curriculum at SCCCS II covers the mathematical concepts and problem-solving skills that are necessary to prepare students for higher education and adult life.

Science—the “D” Requirement

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

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

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

Language Other than English—the “E” Requirement

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

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

Visual and Performing Arts—the “F” Requirement

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

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

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

Performing Arts: Dramatic plays and readings involve all students, and extracurricular plays each year will invite further participation in theater. Dance classes will be offered as electives if budget allows. We will offer an instrumental music class in which students write and perform their own music. There will be many opportunities for student performances. SCCCS II students will satisfy the University of California “F” requirement by completing a single yearlong course from a single visual and performing arts discipline.

College Preparatory Electives—the “G” Requirement

SCCCS II students will satisfy the University of California “G” requirement with One year (or two semesters) of a course approved specifically in the “g” subject area, including courses that combine any of the “a-f” subject areas in an interdisciplinary fashion; or one year (or two semesters) of an additional approved “a-f” course beyond the minimum required for that subject area.

Other Subject Areas

Physical Education and Movement

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

Agriculture

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

Music

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

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

The Relevance of Narrative

The use of narrative gives students a conceptual framework within which they can contextualize their own experiences, their place in their community, both locally, and ultimately, globally. Students will listen to stories told by a teacher in their own words. They begin with fairy and folk tales, legends, fables, parables, mythology, and literature with the younger students before moving on to recorded history and historical fact and biographies with the older students. In classroom observation, Goetz and Sadowski (1996) found that storytelling engages students of all ages profoundly in the learning process. Students are inwardly active when listening and processing stories.¹⁹ Stories direct attention to personal experience, thereby increasing students' intrinsic motivation to learn, as well as their sense of ethics. During Main Lesson teachers recite compelling stories to students of all ages. Classic literature and expository texts will also be read at appropriate times after Main Lesson. Teachers will make special efforts to use vivid language and imagery to spark the students' curiosity, hold their attention, and model high standards for speech. Through storytelling and the accompanying chalkboard drawings, students will become enthusiastic participants in the learning process. In his book, *The Literary Mind*, cognitive scientist, Mark Turner, writes that stories are fundamental instruments of thought.²⁰ Stories are important cognitive events because they encapsulate information, knowledge, context, and emotions into one compact package. The story is one of the basic tools invented by the human mind for the purpose of understanding because stories convey complex ideas in a memorable and meaningful way. Stories enable children to face and accept their own circumstances. Difficult emotions such as isolation, anger or fear can be implicitly addressed by the teacher in story form, thus allowing students to come to terms with their own needs. Conflicts in the classroom can also be worked out using tailored stories. Teaching through stories has been proven to equip students with deep empathy and strong ethics. The pedagogical story will be used in our program

¹⁹ Goetz, E. T. "8: Sadowski, M.(1996). Imaginative processes in literary comprehension." *Empirical approaches to literature and aesthetics*: 221-240.

²⁰ Turner, Mark. *The literary mind: The origins of thought and language*. Oxford University Press, 1996.

to give children strong moral pictures. This has proven far more effective than moralizing, confronting or criticism. Subsequently, a sense of right and wrong is developed in the individual as well as the community of the class. SCCCS II teachers will inspire students to identify with characters in stories and develop linguistic and listening skills. They will use story as a classroom management tool, incorporating inspirational or thought-provoking stories that take the place of moralizing or lecturing students. Biography will be used to strengthen student identification with people who made a difference. Children who engaged in storytelling and story reading in class and at home had increased scores in creativity, literacy tests and problem solving when compared to children who did not engage in such activities.²¹

Learning through Visual Representation

The use of imagery to invoke “mental pictures” is a crucial element to the implementation of our program. When presenting information, teachers will strive to present facts and data with both a pictorial and emotional element. One of the prime benefits for this is that other than mnemonics, emotions are an important tool in deepening memory. Painting a vibrant picture in one’s mind’s eye is critical as a first step for a student to “see” what is being taught. Teachers will use imagery that evokes strong sensory impressions that stimulate the imagination wherever and whenever appropriate. This ability to imagine or visualize patterns requires an inner sense of space by which processes unfold in time. Through such repeated movements, the child establishes time within space. This synchronized ability to visualize and pattern, forms the building blocks to skills such as reading comprehension, expository writing and completing mathematical processes.²² Teachers will make the transition to more abstract intellectual processes in grades 4 to 8 when the ability to think in abstract and causal terms begins to emerge. From grades 4 to 7, teachers will adopt metaphor, simile, and comparison to create mental images. In grades 6 to 8, teachers will construct imagery from history and current events. In grades 9-12 previous learning is synthesized, reconstructed, and furthered through new emerging abilities to think abstractly, understand cause and effect, and engage in a deep quest for understanding philosophical ideals such as justice and morality.

Looping

At SCCCS II we believe learning best occurs through a strong and steady connection of students with their teacher. We support this in Grades 1–8, by giving the class teacher the advantage of taking a cohort of students through multiple grades together, teaching all the Main Lesson subjects through a process called Looping. Looping provides the child with a sense of camaraderie and commitment, and affords the teacher, who takes a larger role as a guardian, and solid, stable authority figure, the opportunity to work more deeply with the children and their families. This model offers security and continuity to each child and supports the continuing transition from early childhood to the elementary curriculum. Because teachers understand that these students may be with them for up to 8 years, there is a mindset from the beginning that everyone must work together. As soon as a new student is enrolled, measures are taken to develop a rapport with the family. This may include a home visit, class meetings, outings as group, and/or assigning a volunteer “buddy” family or family member and lots of personal interaction.

The class teacher is not the only teacher the cohort has contact with because specialty teachers teach world languages, music, games, movement (as the budget allows), woodwork and handwork so students

²¹ Peters, Sandra. 1993. “Where have the children gone? Story Reading in Kindergarten and Pre-kindergarten Classes.” *Early Child Development & Care*. July 1 -15.

²² Schwartz, Daniel L., and Julie Heiser. *Spatial representations and imagery in learning*. na, 2006.

benefit from other instructor's special skills an appreciation for an in-depth experience with specific subject areas, and an understanding of their wider school community. The resulting connection between student and teacher acts as a guarantor for student well-being, which in turn adds a higher probability to the continued success of the student in all realms, academically, emotionally, and socially. Mutual respect leads to trust and strong relationships. Renowned educational researchers have cited specific advantages to the looping model, such as maximized instructional time because less time is needed during the normalization phase in the first part of the year, and improved test scores because a teacher is familiar with what makes each student tick and so they are able to capitalize on valuable added quality time in teaching rather than expending extra time and energy understanding the individual learning styles and temperaments of students.

In grades 9-12, the students are surrounded by a team of teachers rather than one main class teacher in grades 1-8. In the lower grades the teacher is at the center of a circle as the benevolent and wise guardian, and surrounded by their students. In high school the individual students are at the center of the circle surrounded by loving, compassionate, and rigorous instructors. A new sort of loop is created where the same subject teachers stay with the students during their four years of high school.

Attention to Rhythms

We believe that there is a natural rhythm in accordance with hours, days, weeks, months, and seasons that deserves formal recognition and incorporation into education. For instance, for students in grades 1-12, the Main Lesson block, which is the most mentally taxing, will be taught in the morning hours when students are most rested, alert, and able to concentrate. Physical education and other stimulating blocks such as handwork or music, will be taught in the afternoon. By following their biorhythms, we believe students will transition easily between subjects and increase their ability to retain and acquire the education they are receiving. They will also develop a sense of stability and understanding about the world as they engage in markers of the days of the week, the changes in seasons, and other milestones. By following a rhythm that allows for a flow between listening and doing, speaking, and writing, concentrating and relaxing, mental, and practical activities, individual and group work, a balance in education is achieved, which supports the social/emotional, physical, and intellectual faculties of each student. A rhythmic approach to teaching encourages and maintains interest in order to enhance learning and memory. Information that is not immediately 'regurgitated' can be absorbed and later 're-remembered' within a wider context that includes the student's own experiences. Teachers will introduce new experiences allowing time for students to assimilate previously taught material. Subjects that need regular practice (world languages, music, spelling, math facts etc.) will be distinguished from the subjects focusing on new content. Topics will follow a period of concentration of 2-4 weeks. This allows for new information and data to settle and become knowledge and understanding. Beyond the classroom, a school wide rhythm will include the celebration of seasonal festivals, which provide a natural sense of connection. Our parents will be supported in their efforts to bridge the rhythms established at school into home life so that students have a sense of clear and predictable patterns at home (bedtime rituals, sharing family stories, reading, chores, meals, etc.). As a result of these concerted efforts, SCCCS II students will be provided with a strong and secure foundation that fosters healthy development and resiliency.

Developing a Healthy Diet

SCCCS II will collaborate with parents in their child's learning goals and in creating a supportive home environment, including support of a healthy home diet. Nutrition and school performance go hand in hand. Simply put, bad eating habits negatively affect student attendance, achievement, and behavior. As

a result, we will have strongly established school-wide nutritional guidelines to improve learning and to embed positive lifelong habits into the educational environment.

Limiting Media Exposure

At SCCCS II, we believe monitoring the influence of media and video games and ensuring appropriate use of technology is valuable. As advocates for childhood, SCCCS II will work hard to establish a culture free from consumer-oriented messages and commercial images. Today's children are immersed in an electronic environment. According to a 2010 study by the Kaiser Family Foundation, 8-18-year olds in the U.S. spend 7.5 hours per day using media, not including use in the classroom. The study notes that this is almost the amount of time in a workday and occurs seven days a week rather than five. Moreover, because young people often use multiple devices at once they are consuming 10.5 hours of media content per day. The study also reported that children who were heavy media users were more likely to report getting fair or poor grades (mostly C's or lower) than other children. Even after controlling for parent education, gender, and other variables, the results were still significant. Almost half of all heavy media users (47%) versus less than one quarter of light media users (23%) said they earned mostly C's or lower. Over-exposure to electronic media hampers the development of the child's imagination, memory, and overall well-being. Research indicates children use less mental effort when processing information from electronic media than they do from print.²³ Our concern is that children who experience substantial doses of electronic media may never learn to process information in the complex way that promotes creative academic achievement.

Based on teaching knowledge, we believe that when media exposure is limited to weekends only, students are more focused, calm, and engaged in their academic learning. When students watch television and play video games during the school week, we believe there will be a qualitative difference in students' behavior, including exclusive rather than cooperative play, a lack of socialization experiences, a lack of imagination in their work, and an enhanced need for immediate gratification.

Therefore, to engender an environment in which learning best occurs, SCCCS II has adopted a policy of limiting media exposure for students, especially in the lower grades. While the American Pediatric Association is in the process of revising screen time suggestions, recent research suggests that background effects of media screens are harmful to the development of the brain's executive functioning. One area of research involving media and screens that has recently become robust is the detrimental impact of background television, Dr. Barr said. "Background TV actually disrupts the children's activities—their play, the parent-child interactions, and it's related to poorer executive functioning," she said. "When it is on, play is not as complex, and that's a really important part of how a child develops."²⁴

The value of technology is extremely important today, and in keeping the core guiding principles of Waldorf philosophy at the forefront of our curriculum, Sycamore Creek Community Charter School II advocates waiting to introduce technology to children until they've developed discriminating computer literacy skills. Once reached, screen use does not take the place of the teacher, and in fact, the teacher will model for the students how to appropriately navigate web, media and phone-based technology in an ethical and thoughtful way (i.e., what not to post, the consequences of posting/sharing on the internet, how texts/pics can affect friends/family, age appropriateness, etc.).

²³ Rideout, Victoria J., Ulla G. Foehr, and Donald F. Roberts. "Generation M [superscript 2]: Media in the Lives of 8-to 18-Year-Olds." *Henry J. Kaiser Family Foundation* (2010).

²⁴ (<http://www.wsj.com/articles/pediatricians-rethink-screen-time-policy-for-children-1444671636?mod=e2fb>)

The Importance of Frequent Physical Activity

We believe students learn best when they engage in frequent physical activity. We achieve this by a predictable yet flexible rhythm throughout the day of quiet studious activities, and opportunities to move such as practicing times tables by jumping rope or tossing bean bags. Because the qualities of physical fitness and health enhance the students' welfare and academic achievement, each child will be encouraged to rise to their individual physical potential. Movement activities, games, and other forms of creative physical expression will be infused into the everyday curriculum. To the greatest extent possible, classrooms and play yard space will be organized to maximize the children's opportunities for movement.

Parent Involvement and Collaboration

While volunteer hours and/or participation are not a requirement for a student's enrollment at SCCCS II, parent and/or guardian participation will be an important component of our program and utilized to support students' learning. A significant body of research indicates that when parents participate in their children's education, the result is an increase in student achievement and satisfaction. Increased attendance, fewer discipline problems and higher aspirations have all been correlated with successful parent involvement. Active parents strengthen the school on many levels. As a charter school, the individual skills, talents, and interests of the parent body will be welcomed. Additionally, we believe strong partnerships with parents bring greater meaning and purpose to education by integrating the children's school life into their family life and into their community. To achieve successful parent involvement, we believe ongoing parent education is necessary, which is why parents will be encouraged and supported to organize and participate in activities to deepen their understanding of our educational model and child development philosophy. By engaging in lectures, book talks, support groups, parenting classes, school festivals and class meetings, we intend to involve and collaborate with parents in order to ultimately benefit our students' learning. Furthermore, as one of our assessment procedures in our early childhood program, families of children of up to 65 months will be requested to participate in the Ages and Stages Questionnaire (ASQ-3), which will help teachers and parents work together as partners to best serve young students.

Enabling Students to Become Self-Motivated, Competent, and Lifelong Learners

By striving to increase capacities for learning as opposed to focusing on an information-based model, we recognize that both the process and outcome are equally valued and that the means of learning significantly affects students' abilities to become self-motivated, competent, and lifelong learners. Therefore, academic components are framed with the acknowledgement that before age seven, students learn primarily through imitation, and between ages seven and fourteen igniting their imagination is the best way to engage them. During these two developmental periods we rely on an artistic framework to encourage deep connections and set a long-lasting foundation for our students to become primarily intrinsically motivated rather than primarily extrinsically- motivated learners.

At all ages, but primarily before age seven, teachers at SCCCS II will serve as a role model continuously seeking to spark a student's imagination through storytelling, meaningful work, song, movement, and art. By focusing on experiential learning a natural curiosity is developed propelling students to set goals with increasing depth and breadth. SCCCS II's developmental guidelines for when content is presented are in alignment with prevailing theories of cognitive development such as those of Erik Erikson, Jean Piaget, Maria Montessori, and John Dewey. In addition, we now know that the brain grows in spurts, releasing new capacities in the maturing child and adolescent. SCCCS II's methods will be, whenever possible,

aligned with these developmental windows to further and benefit from every opportunity to promote motivation and competency capacities and encourage a sustained desire to learn.

As already mentioned, individuals need to be hardy in order to overcome adversity in the 21st Century. We believe our program enables students to become self-motivated, competent, and lifelong learners in part because they are nurtured to develop hardiness traits within themselves. And because the MI framework supports the idea of existential knowledge, aka “hardiness” domain, as well, we are confident our students will grow to desire to challenge themselves and continuously learn.

CURRICULUM AND INSTRUCTIONAL DESIGN

Sycamore Creek Community Charter School II proposes to be a site-based school for students in TK through 12th grade. SCCCS II’s instructional framework enables its students to achieve the objectives specified in the charter, as well as master the academic content standards in core curriculum areas as adopted by the State Board of Education pursuant to Education Code Section 60605. This will be done through careful curriculum planning that identifies clearly defined measurable and testable objectives and goals that have historically been successfully adopted through principles guided by public Waldorf education. The result will be an integrated, rigorous linguistically and culturally relevant education program.

SCCCS II will use a backward approach beginning with the Common Core State Standards followed by determining how the nine multiple intelligences described herein can be achieved using methods guided by the Core Principles of Public Waldorf Education. SCCCS II will also use formative and summative assessment results to inform instructional practices on a regular basis, including decisions about: cooperative learning groups, curricular and instructional materials, targeted intervention, and extra enrichment opportunities.

The main block subjects (language arts, science, mathematics, and social studies) will be taught in cycles of 2-4-week instructional blocks. Presentation in the block system guarantees adequate access to each subject, allowing students to learn material in depth. At the beginning of each year, teachers will create and share a written yearly block rotation. The block rotation will organize learning goals from the SCCCS II curriculum co-alignment into thematic, integrated units of study. SCCCS II teachers will submit lesson plans that specifically identify concepts and skills of the Waldorf/Common Core Standards and MI. The teachers’ planning process has three distinct stages.

- Identify the goals and outcomes of each block based on
 - Public Waldorf Standards
 - Common Core State Standards
 - Nine Multiple Intelligences
- Decide on how students will demonstrate accomplishment of identified outcomes
- Deliver engaging lessons to achieve measurable outcomes.

Main Lesson

A primary component of our program that will be designed to meet CCSS is the Main Lesson time. Main Lesson is a format to address a progressive range of competencies in mathematics, language arts, science, and humanities. After personally greeting each student, the teacher will start the day with opening activities designed to stimulate and inspire the students, often incorporating movement. Then the day’s

study begins with the 2-hour Main Lesson, introducing new concepts or subject areas when the child's mind is fresh. Each lesson will be designed to address multiple learning modalities (visual, auditory, kinesthetic), intelligences such as interpersonal, logical/mathematical and/or musical, and core subjects using an interdisciplinary, cross-curricular approach. This two-hour main lesson is the academic cornerstone of the program. Each block, generally lasts 2-4 weeks, thus immersing the student in a particular subject. Teachers will strive to design lessons and schedules that best reflect the way children learn at different developmental stages. Students will also experience additional daily math practice periods and additional language arts practice periods a few times per week to augment their Main Lesson work.

The Main Lesson approach can be broken down into three phases of knowledge acquisition.

- **NEW**
Except for the first main lesson of a learning block, the "NEW" stage generally takes place during the second part of a lesson. The teacher will guide students through specific learning activities, teaching from the whole-to-part, which typically starts with concrete and familiar examples and moves from there into more abstract concepts. Ideas will be presented within the broader context first using narrative, pictures through chalkboard drawings, and an experiential hands-on approach and then deconstructed down into smaller digestible pieces. This will allow students eventually to creatively reconstruct ideas, concepts, and theories. At SCCCS II we believe students can relate better and ultimately learn better if they are taught to first deconstruct something rather than given many random pieces and then expected to construct a narrative, creation, idea, or theorem.
- **DO**
The "DO" stage will usually occur during the next part of the lesson. The students will experience this with minimal abstraction, so they can absorb the new information deeply. For example, at the beginning of a sixth-grade geometry lesson students might observe and then draw natural phenomena such as flowers. As they discover the innate patterns, geometrical concepts emerge. This method contrasts with teaching that is too abstract or isolated from context, which can then become discouraging and indigestible. Looking at flowers, for example, a student can learn the concept of pi, with a compass that considers the center of the flower as the first circle, creating end points that are equidistant on the flower, and deriving equal circles or "petals" from the center of the flower. By realizing that there are six petals that are created from each circle, a student the next day.
- **REVIEW**
After literally "sleeping-on" the previous day's content, the students summarize it in their own words with minimal but conscious input from the teacher. The literal process of sleep is seen as an essential part of learning. Research corroborates that the brain processes sensory information in significant ways during phases of deep sleep. In Classroom Instruction that Works, Dr. Robert Marzano established that summarization and effective questioning boosts student achievement more than nearly any other known teaching strategies. Additionally, research in cognitive psychology has found that long-term memory is greatly improved if students process material in a deep and meaningful way. Self-generated elaboration (as happens when a child retells or summarizes information) leads to better recall than mere study of material, as it establishes a long-term memory trace. In this way, the content becomes "possessed" and "reconstructed" in new ways by the students. We believe retelling during the "DO" stage will be consistently more vivid and integrated. Except for the first main lesson of a learning block, students always begin

the main lesson with the “Review” stage and then move into the “Do” stage. The review stage will take place over the following days and weeks and even months and leads further towards the development of analytical thinking capacities. In this third stage there will be an emphasis on promoting deep understanding at the conceptual level using critical thinking strategies. In the example above, the sixth-grade geometry students will have now worked with complex theorems and can solve challenging math problems since their learning has been appropriately scaffolded. In summary, SCCCS II teachers will work hard to thoughtfully present information comprehensively from whole to parts. They will understand if teaching is too detached, unstructured, abstract (for younger grades) or chaotic; students will not engage, which could lead to boredom, frustration, and underachievement.

The “NEW, DO, REVIEW” rhythm will occur both on a macro and a micro level because inherent in each Main Lesson is a time for each aspect of our approach as well. Except for the first lesson in which there is no “REVIEW” and the last main lesson of a block in which there is no “NEW”, every Main Lesson period will be made up on a micro level of our “NEW, DO, REVIEW” approach. After the first day of main lesson of a block, the Review stage, followed by Do, and then New occurs. This is often referred to as the “two-day rhythm”, which is described in more detail below in the “Sequence of Learning” section.

Sequence of Learning

As mentioned throughout our charter, a fundamental aspect of our program is that there is a developmentally appropriate sequence of learning. In the first grade, at the start of Main Lesson, children will be taught to play the pentatonic flute. They will also sing, recite poetry and verses, and participate in guided movement activities that help them cross their midlines. Following this active period of expansive involvement, the students will be encouraged to become quiet and go through a series of guided questions posed by the teacher about the story they heard the previous day. After this oral recall, which is the “REVIEW” stage, the students are guided through a “New” stage of learning described above. This is followed by the “DO” stage which involves creating work in their Main Lesson book about the story or other “New” content, one that includes a key visual image from the story as well as class composed text from the story. This writing process will be modeled for the entire group by the teacher while incorporating student input. The teacher will also include grammar, spelling, and punctuation lessons throughout this process. An example of a first-grade story is a fairytale: a lengthy, detailed, and magical portrayal of characters in an imaginative setting that allows the children to create rich visual images in their minds. Finally, the students will be instructed to carefully put away their materials and clear their desks as they move figuratively inward to listen to the next segment of the teacher-delivered story. These stories are specific to the child’s age and are drawn from the curriculum. In fourth grade, the flow of the Main Lesson would be like that in first, but the activities reflect the growing abilities of the students.

By using our unique Main Lesson approach, each student will produce a Main Lesson Book for every block of study. What begins as a blank canvas becomes an individual record of experiences, observations and gained knowledge, along with hand-drawn illustrations, and often poetry. As a portfolio of work, Main Lesson Books reflect key understandings and skills students have learned, while also displaying their inspiration. Multidimensional, complex and thoughtful, the book shows the child’s day-to-day ups and downs as well as their finished work, illustrating the learning process in authentic ways. Students will benefit from producing a finished product that is a personal accomplishment and valuable record of their learning.

The arts, such as beeswax modeling, performing arts, and painting will be integrated throughout the Main Lesson and day. After Main Lesson there will be a break for snack and recess. The rest of the day will be

divided into Specialty Classes and additional core subject practice periods to complement Main Lesson work. Specialty subjects could include Spanish, Mandarin (if budget allows), Handwork, Woodwork, Movement/Games, and/or Music. Each will be taught within the week and is linked to the thematic units of the Main Lesson. Through the grades, the world language program will be expanded to include reading, writing and grammar. Lunch and recess are generally followed by additional practice periods to supplement Main Lesson work where targeted skills are addressed such as specific math or language arts skills, additional science material and nature studies. As mentioned, extra practice periods are also an important component of ensuring that SCCCS II ensures it is fulfilling its charter mission and meeting CCSS. Therefore, students engage in Mathematics, Language-Arts, Science, and other content-specific additional practice periods to supplement Main Lesson work. These rigorous daily lessons guarantee students opportunities to learn essential standards and sharpen skills in the core content areas. Such activities may include tossing bean bags in a synchronized rhythm while practicing times tables, jumping rope, or reciting rhymes or verses to increase memory as well as to enhance and enliven what may otherwise seem like rote memorization. After a closing poem is recited together, the day will end with a closing verse and a handshake at the door. Eye contact is made, and the teacher-student relationship will be solidified.

Attention to Class Dynamics

At the beginning of each school year, teachers will carefully form their classes. The initial period of intentional community building lasts approximately one month and is constantly reinforced throughout the school year. The forming stage is a time when students are acclimated to any changes in their environment while still engaging in the learning process. Positive relationships with new staff, specialists, and classmates will be cultivated as well as important habits, expectations, and procedures for the next grade. This will also be a time when students learn how to complete chores and to use high-quality classroom materials. As new class dynamics invariably occur at the beginning of each year, a primary goal of the normalization stage is to establish order, calmness and “set the tone” within the classroom. Teachers will focus on the class as a dynamic whole and constantly work to shift and reintegrate smaller groups—such as peer groups for math and reading—back into the whole class. We believe a class of mixed-ability children is a model of community by helping students learn from each other and to celebrate differences. Teachers will avoid giving rewards for being first or best because they will be aware that rewards and prizes make students compete for prizes rather than working and developing their inherent desire to progress. Once the class has been formed, a wonderful structure to the daily, weekly, and monthly activities will occur. In turn, this stability will empower the students to become fully actualized individuals.

Curriculum

One of the areas that truly sets our educational program, guided by the Core Principles of Public Waldorf Education, apart, is its curriculum. The premise of public Waldorf education is that it is the teacher who can engage young students so the students’ reliance on textbooks is secondary because learning is attributed to engaging the multiple learning modalities of students including aural, visual, and kinesthetic. The student, in fact, must in essence create their own textbook from their understanding of the material provided through the teacher and their experience of the phenomenon. However, this is not to say that textbooks are completely absent. In fact, books will be found throughout classrooms in the form of readers, world language texts, dictionaries, encyclopedias, atlases, and other reference books, as well as state adopted textbooks when necessary for the teacher to refer to in order to determine placement areas and skill areas that need review as well as assessment material. At the High School level traditional textbooks are used to deliver material in regularity.

Furthermore, the emphasis is on quality rather than quantity. Slow, methodical, and systematic attention is placed on the work. This teaches patience, perseverance, promotes self-esteem and a “can do” attitude. It also, in an active rather than a passive way, engages students. For instance, students learning to read must simultaneously learn to write, for it is the action of writing one’s name and letters to make words that is imprinted more strongly than looking at abstract symbols on a page and being told it means something. Our methods require 100% teacher involvement. The teacher must captivate, engage, and draw out each student. Therefore, the teacher must possess the knowledge of the subject by intense study prior to each lesson and utilize props and guides if needed. To illustrate this truism, one must only imagine attending a professional presentation. The most captivating ones are always the ones of a fully engaged individual who refers to their notes sparingly. The presenter does not ask the attendees to read passages silently or ask them to listen to long passages being read from a projector. The presenter tells stories, offers anecdotes, and elicits discussions and involvement from the audience. At some points, perhaps the presenter will ask the audience to talk to their partner or other audience members to discuss something, but if they are reading off a PowerPoint then typically the audience will shut down and become disengaged. In the same way, and even more so, for a child, the teacher must come fully prepared to each lesson, able to improvise and think quickly, having thoroughly immersed themselves previously in the subject matter.

SCCCS II will comply with the required days and minutes of instruction by ensuring at least 175 days of instruction; 36,000 minutes for Transitional and traditional kindergarten; 50,400 for grades first through third; 54,000 for grades fourth through eighth; and 64,800 for grades ninth through twelfth.

Transitional and traditional Kindergarten Narrative

SCCCS II will offer Transitional Kindergarten in alignment with Education Code Section 48000.

Our TK and Kindergarten program will most likely be the child’s first introduction to Sycamore Creek Community Charter School II. It will be the start of the family’s tenure with the school, and we will recognize the necessity of a warm, inviting, and nurturing environment to provide assimilation into the larger school community. Our TK and Kindergarten program will cultivate creativity, imagination, and initiative through the serious and vital activity of play. Through baking, storytelling, dramatic play, household arts, painting, and time outdoors in nature, children develop skills in listening, following directions, getting along with others and taking care of their classroom and each other. Our Transitional and traditional Kindergarten curriculum is developmental, to meet the children "where they are," and lay the foundation for academic success in later grades. It is designed to enhance the young child’s physical development, which includes fine and gross motor skills, language development and sensory integration. In addition, the activities of the Transitional and traditional Kindergarten are structured to strengthen the child’s social skills and sense of self-confidence. At SCCCS II, we believe whether in Transitional or traditional Kindergarten, all these aspects are important for the stage of child development between the ages of TK eligible students through traditional-aged Kindergarteners and therefore see the benefit of an early childhood program that stays true to a play-based approach.

At SCCCS II environmental awareness will be cultivated by celebrating seasonal festivals that make the pupils aware of the yearly rhythms of nature and the interconnectedness of the environment and people, even in an urban environment. Time spent working with natural materials (such as wood, wool, water, beeswax, and sand) will give pupils sensory experiences that will help them develop a keen sense of the world around them.

Literacy will begin in the TK and Kindergarten with a rich oral language base. Our early childhood teachers will use multicultural storytelling to develop the students' attention span, concentration, vocabulary,

speaking, and listening comprehension skills, and to lay the basis for reading comprehension in later years. Through drama, rhythmic poetry, nursery rhymes, and songs, our teachers will further immerse the children in vivid and imaginative oral speech and literature. SCCCS II's teachers will use puppetry, engage the children in acting out stories, and lead singing games to introduce comprehension strategies such as story sequence and character development.

SCCCS II's Transitional and traditional Kindergarten program will introduce the fundamental concepts of mathematics through creative play and daily practical activities. Beginning with sorting, one-on-one correspondence, counting from 1 to 30, patterning, and identifying shapes, children in TK and Kindergarten will be exposed to mathematical concepts. While the approach described above is typical for SCCCS II, other strategies may be implemented when needed. By engaging in practical activities such as setting the table, students will learn to pattern, as well as to identify, sort, and classify objects by attribute. Our approach, through imitation and creative play, will use raw materials such as logs, nature blocks and driftwood of different shapes and sizes, seashells, stones, pinecones, etc. By the end of their Kindergarten years, students will understand small numbers, quantities, and simple shapes in their everyday environment. They may also explore economics through imaginative play that involves sorting and trading objects of different sizes and properties.

The science curriculum in SCCCS II's Transitional and traditional Kindergarten will give the children a variety of experiences with the natural world. For instance, in the physical sciences, by engaging in creative play, students will unknowingly explore basic physics principles, such as mass, density, gravity, balance, and the creation of pulleys and levers. Through experiences that utilize their five senses such as feeling the properties of heat and cold, as well as observing seasonal changes, students will develop a foundational understanding of life and earth sciences to help them in later academic life. Students at SCCCS II will learn to communicate observations orally and through drawings. Nature tables as well as frequent nature walks will provide an awareness of the seasons and a connection to the natural environment. SCCCS II students will also experience the cycle of growth through gardening, from seed to harvest to transformation through cooking and finally consumption to expose them to ecological understanding of the world they are a part of.

At SCCCS II we believe by allowing children's imagination to develop in TK and Kindergarten more fully, they will be prepared for the increased academic rigor in the grades, and especially develop a strong sense of wonder and curiosity, the foundations of the scientific method of inquiry. TK and Kindergarten teachers will involve the students in maintaining the organization of classroom materials, to create a foundation for orderly thinking. Other activities in our program will involve students directly in the transformation of colors and natural materials into useful and beautiful creations. These activities will include combining primary colors in watercolor painting, carding, and felting raw wool, and making dolls from garden grasses. Because the development of fine motor skills and focus is necessary for learning to read and write, as well as doing mathematics and other academic work, our students will also be introduced to finger-knitting to develop fine-motor skills and cultivate children's ability to focus, concentrate, and foster hand-eye coordination. Creative play provides students with opportunities to imagine, plan, and carry out increasingly complex activities. SCCCS II TK and Kindergarten teachers will guide students' growing capacities for creative problem solving, social interaction, and self-regulation through time spent engaging in creative play. Time spent engaging in creative play will give students opportunities to imagine, plan, and engage in increasingly complex activities ultimately preparing them for their later academic pursuits.

Curriculum at a Glance

Below is SCCCS II’s curriculum at a glance. We have included a full CCSS co-aligned curriculum working document for TK-8th grade in the Appendices.

Table 3. Sycamore Creek Community Charter School II’s TK-5 Curriculum At-a-Glance

Subjects	TK/K	First	Second	Third	Fourth	Fifth
Mathematics	The qualities of numbers; sorting and ordering; rhythm counting with movement and song; measuring in baking and cooking; woodworking	Qualities of numbers; the four operations; geometric forms; Measuring	Continue with four operations of arithmetic; story problems; counting by 2, 3, 4, and 5; beginning multiplication tables	Higher multiplication tables; division; weight, measure, money and time; review of all four processes; multiplication; problem solving; place value to 10,000s; estimating; mental math; word problems	Review four processes; advanced multiplication; long division; place value to millions, simple graphs; averaging; perimeter, area and volume; factoring; estimating; rounding; word problems; mental math; introduction to fractions	Decimals; fractions; percentages; metric system; negative numbers; introduction to geometry

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Language Arts	Fairy tales from around the world; singing; poetry recitation; with emphasis on the oral tradition	Pictorial and phonetic introduction to letters; fairy tales from around the world; poetry recitation.	Elements of grammar (naming, describing words); beginning cursive; animal fables and legends from around the world; decoding and sight word recognition; building fluency through regular practice (oral and silent reading); comprehension through story recall	Elements of grammar (nouns, verbs, adjectives); continuing cursive; punctuation; spelling; compositions; stories from ancient history; decoding and sight word recognition; building fluency through regular practice (oral and silent reading); comprehension through story recall	Elements of grammar; parts of speech; continuing cursive; writing; punctuation; well-structured paragraphs; book reports; expository writing, creative writing, narratives; class play; building fluency through regular reading practice; sight word recognition, high frequency words; prefixes & suffixes; spelling and vocabulary; Norse mythology	Elements of grammar; spelling; punctuation; compositions; Greek myths
Science	Cooking, baking; nature stories; nature walks; observations; gardening	Nature stories; nature walks; observations; gardening	Gardening and nature studies; weather; day and night	Continuation of garden and nature studies	Zoology; continuation of garden and nature studies	Botany; introduction to inductive method; continuation of gardening and nature studies
Social Studies		Multicultural stories.	Multicultural stories; lives of	Study of practical life (farming,	State and local history	Ancient civilizations

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	Multicultural stories; festivals; foods		inspiring people who affected history	housing, clothing); stories from ancient history		through Greek times
					Geography State and local geography and map making	Geography American geography as related to vegetation, agriculture, culture and economics

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<p>Visual and Performing Arts</p>	<p>-Singing; percussion instruments - Drawing; Painting; modeling - Drama; puppetry</p>	<p>Singing; pentatonic flute (develops finger coordination concentration, and breath control); songs based on seasonal themes -Form drawing; painting (emphasizing an experience of working with color rather than creating formed pictures); modeling; crayon illustrations - Drama</p>	<p>-Singing; pentatonic flute - Form drawing; painting; modeling -Drama</p>	<p>-Introduction to the recorder - Form drawing; painting; modeling -Drama</p>	<p>-Singing; recorder; violin; introduction to reading and writing music -Form drawing; painting; - Drama</p>	<p>-Singing; recorder; choir; instrumental ensemble - Calligraphy; painting; clay modeling; woodworking - Drama</p>
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World Language	Introduction to a world language, Spanish, through songs and rhymes	Spanish (introduced through plays, songs, rhythms, and games).	Continuing the f world language with songs, plays, poetry, games, and simple conversations	Continuing world language study with oral dialogue, dramatization, songs, games and simple written work	Continuing world language instruction with workbooks, writing/recording orally-learned material, basic grammatical principles, tongue twisters	Continuing instruction in a world language with further bookwork and grammar, cultural appreciation, poetry, beginning reading
Handwork	Finger crocheting; sewing; cutting; pasting; drawing; seasonal crafts; woodworking (fine motor skills,	Knitting (promotes eye-hand coordination, fine motor skills, and pre-reading skills, sequencing). Knitting patterns of knit	Knitting patterns of knit and purl (pattern recognition and perpetuation, concentration, fine motor skill development)	Crocheting (mathematical patterns, working in the round)	Cross-stitch, mirror image/symmetry	Knitting socks using four needles

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	concentration, speech and thinking)	and purl (pattern recognition and perpetuation, concentration, fine m				Woodworking Convex Surfaces: carved egg, buttons and beads, chopsticks, animal cut-outs
PE: Movement/ Games	Circle games; finger games; dance; jumping rope; climbing; outdoor imaginative play	Dance combined with music and singing; circle games; imaginative games; throwing and catching; rhythmic stepping; balancing	Balance, running and chasing games, song and movement	Balance, running and chasing games, song and movement; dance	Field games, balance, games involving trickery and strategy; games exploring movement of animals	Games exploring strength and strategy; games with multiple props; games with team

Table 4. SCCCS' Grade 6-8 Curriculum At-a-Glance

Subjects	Sixth	Seventh	Eighth
Mathematics	Introduction to Algebra; ratios; proportions; geometric formula and drawing with instruments; continuation of fractions, percentages, decimals	Algebra; mathematical thinking/theory; geometry proofs; introduction to mathematical uses of technology (using technology to analyze and present mathematical information)	Continue Algebra; geometry; practical, technological, and scientific applications
Language Arts	Dictation; composition; spelling; Latin and Greek roots, etymology; biographies; mythological literature; drama	Creative writing; grammatical mechanics; critical thinking through study of literature and informational texts	-Composition: essays, research reports, short stories, poetry - Literature: short stories, poetry, Shakespearean drama
Science	Mineralogy; introduction to physics: acoustics, electricity, magnetism, optics, heat; geocentric astronomy	Physics: mechanics; physiology: circulatory, respiratory and nervous systems; heliocentric astronomy; introduction to chemistry	Physics; organic chemistry; human anatomy (muscles, bones, ears, eyes)

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Social Studies	Roman and Medieval history; projects and reports	End of Middle Ages; Age of exploration; the Renaissance; projects and oral reports	The Age of Revolutions; American History; The Twentieth Century; Liberation Movements throughout the World; research reports
Geography	European and African geography	Geography of North and South America	Asian Geography
Visual and Performing Arts	-Choir; recorder; instrumental ensemble -Calligraphy; painting; clay modeling; mosaics -Drama -Dance	-Choir; recorder; instrumental ensemble - Visual arts may include art history; calligraphy; clay modeling; perspective drawing; principles of drawing (negative space, texture, etc.); painting; soapstone carving -Drama -Dance	-Choir; recorder; instrumental ensemble -Drawing; clay modeling; painting; portraiture - Shakespearean drama -Dance
World Language	Continuing world language study with grammar work, historical and cultural studies, poetry, music, plays	Continuing world language with reading and writing, grammatical study and language structure, and historical and cultural study	Continuing world language instruction with review and consolidation, re-telling stories, acting out dramas and plays, music and poetry, modern culture
Handwork	Hand sewing three-dimensional animals with gussets, pattern making	Hand sewing, embroidery	Machine sewing
Woodworking	Concavity and Construction: spoon, letter opener, jointed toy	Initiation and Precision: May include bowl, metal-working, tool-making	Developing authority and mastery of skills: may include creating a bench, chair or stool, relief carving, a box, dug-out canoe, and/or a gift to the school

Physical Education: Movement/ Games	Introduction to competitive games; more formal movement skills; complex strategy; calisthenics	Team games and team building, trust building games, complex strategy	Team games and team building, trust building games, complex strategy
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***Adapted from Public Waldorf Schools and the Common Core, Alliance for Public Waldorf Education, 2013

Teaching **Methods** teachers will understand that their main goal as educators is “to bring forth” or “draw out” understanding and engagement in students. They will strive to create a classroom environment where each student is honored by promoting learning that is not controlled by inhibition or anxiety. As explained previously, our looping model enables the class teacher to gain detailed insight into each child, facilitating more in-depth assessment and encouraging resolution of problems, leading to better results.

The Waldorf Approach to High School Education

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

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Grade	Developmental Theme
Tenth Grade	Process
Educate the <i>powers of comparison and contrast</i> through a study of <i>processes</i>	<p>By tenth grade, adolescents are actively seeking equilibrium and order. The curriculum explores equilibrium through the study of balance in natural and social phenomena. Students are expected to develop and utilize powers of comparison. These comparisons help bring order to chaos, balance to opposition and acceptance of differences. From order and balance, a new awareness can arise.</p> <ul style="list-style-type: none"> • Students experience: in chemistry, the principles of acids and bases; in social studies, cultural similarities and differences, the development of civilization, Ancient Greece, and Rome; in art, creating a vessel from plant material or clay. These reveal the possibility of equilibrium arising out of the balancing of extremes. • In projective geometry, the meeting point of parallel lines at infinity can be thought, but never reached in the world of the senses. • Students are called upon to exercise powers of comparison, weighing contrary phenomena to determine their value and significance and their origin. • Students discover that in the balancing of opposites, new forms can arise, whether in clouds and tides or new chemical compounds. <p>The objective is to help students find their own balance by discovering the process of balance in natural and human phenomena. This can prompt the curiosity to explore the origins of things.</p>

Grade	Developmental Theme
Eleventh Grade	Analysis: The Quest for Identity
Educate the <i>powers of analysis</i> through	<p>The personal experience of juniors is a search for identity and independence. They have formed a new vision of themselves out of chaos, and in the eleventh grade, are ready to journey into the unknown. The curriculum delves further into purely abstract concepts in order to strengthen the student's independent analysis and abstract theorizing. New depths in the</p>

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<i>individualized study.</i>	<p>inner life of thoughts, feelings and deeds arise. Existential questions may come. Each student feels called to find his or her own path in life.</p> <ul style="list-style-type: none"> • Students investigate the invisible through subjects that draw them into areas not accessible to the senses. This requires developing a new confidence in abstract thinking. • In literature, this journey is captured in the study of Shakesperean Drama; <p>The objective is to strengthen analytical and abstract thinking: Why are things this way? Why did the events of history take this course? Even deeper questions—those of destiny, purpose in life, and social responsibility—also find their way into the classroom.</p>
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Grade	Developmental Theme
Twelfth Grade	Synthesis: Myself Within the Community
Educate the <i>powers of synthesis</i> through <i>integration</i> of all previous learning.	<p>Senior year recapitulates and synthesizes the themes of the high school, as well as the Public Waldorf grades’ curriculum.</p> <ul style="list-style-type: none"> • Students examine the relationship of humanity with the world. Studying the British Romantics, they live with the thoughts of great writers who have questioned man’s place in the world. • Subjects synthesize many themes: World History, Environmental Science and Senior Portfolio. Assignments call upon the students to synthesize disparate disciplines. The senior play is the ultimate social and artistic synthesis of literature and history. <p>The objective of senior year is the synthesis of the K-12 education and preparation for the next stage in learning.</p>

Experiential Education

Like the two other Public Waldorf High Schools, George Washington Carver School of Arts and Science and Credo in Northern California, Sycamore Creek believes learning occurs best when the student finds personal meaning and purpose in the lesson through hands-on experience and place-based education. Experiential education involves direct interaction with the learning environment to address practical, social, personal or research problems. Place-based education focuses on the unique history, environment, agriculture, culture, economy, literature and art in Orange County and the local ocean influenced flora and fauna.

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

At SCCCS II, experiential learning will occur in every class including in grades 9-12. The art of Waldorf teaching brings the subject matter to life through wide-ranging experiences that are recorded individually and artistically by students in their main lesson books and class portfolios. Through their work in classrooms, laboratories, gardens, art studios, performance spaces and sports fields, students experience firsthand the profound satisfaction of their thinking, planning, hypothesizing, experimentation, and expression.

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

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

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

Professional Development

At SCCCS II comprehensive professional development is imperative to the success of our teachers in effectively teaching students. Teachers will participate in professional development that enhances their skills in Waldorf teaching methods, SIOP, differentiated instruction, co-alignment of common core state standards with Waldorf curriculum, working with special education professionals and families throughout the establishment and implementation of IEPs for students, methods to help teachers teach to the zone of proximal learning.

At SCCCS II comprehensive professional development is imperative to the success of our teachers in effectively teaching students. Teachers will participate in professional development that enhances their skills. Teachers must be willing to be Waldorf trained. The following topics below will be covered in PD sessions during the charter term, including but not limited to academics and governance:

Table 5. Proposed Professional Development Sessions to include High School

Category	Examples
SCCCS II	School Mission/Vision Core Values Waldorf Methodology Employee Handbook Teacher Evaluation Student Information System
New Teacher	School Mission/Vision Clear Learning Objectives Carefully Constructed Learning Environment Chalkboard Drawing Visceral, Sensory Experiences Waldorf Curriculum and Lesson Design Developmental Pacing Guides
Pedagogical	Understanding the “Whole Child” Understanding Waldorf Education Developing Resilience and Hardiness Zone of Proximal Learning Multiple Intelligences Arts Integration Waldorf Teaching Strategies (World) Language Acquisition Planning for Main Lesson Universal Design for Learning (UDL) Culturally Responsive Pedagogy Additional training in methods and strategies will be conducted based on student needs.
Student Support	Developing Community and Parents/Guardians as Partners Understanding Class Dynamics Student Engagement/Motivation/Achievement Inclusive Behavior Support English Learners: Designated and Integrated ELD, SIOP High Achieving Students Effective Use and Integration of Technology Post-Secondary Climate and Culture Effective Instructional Practices College and Career Readiness Differentiated Instruction Perspectives of Diversity, Equity, and Inclusion Multi-Tiered System of Supports and Response to Intervention Student Success Team Process Special Education: legal timelines, SELPA policies, Instructional Strategies for working with SWD
Standards	ELD/ELA Co-Alignment of State Standards and Waldorf Curriculum
Assessments	State: CAASPP, CAST, CAA, ELPAC, etc. High School: PSAT

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Data	Using Data to Inform Instruction Analyzing Data to Determine Students' Needs
Safety	Mandated Trainings Health and Safety Policies and Procedures School Operations, Policies and Protocols

High School Professional Development

Our educational paradigm of school as a learning organism views all members of the school community as engaged in a vibrant process of exploration, discovery, reflection, evaluation and understanding. We realize that our educators play a pivotal role in modeling natural curiosity and love of learning to our students, and we know that through professional development, educators increase their knowledge base, sharpen their skills, and re-energize. This goal reflects our belief that our teachers play a critical role in the educational process, and we want to promote their expertise and renewal. Establishing our faculty as a professional learning community builds the capacities of each individual by exposing them to the strengths of others; in turn, this models collaborative learning for students.

Additionally, a variety of professional development opportunities are available to SCCCS II faculty and staff, including: regular pedagogical meetings; pre-service and in-service training; peer mentoring and classroom visitation; individual and group mentoring by outside Waldorf consultants and experienced Waldorf teachers; attendance at Waldorf Teacher Training courses, workshops and conferences; and attendance at other education and charter school conferences such as the Charter School Development Centers, and the California Charter School Association’s annual conferences.

Recognizing the importance of personal and professional development, SCCCS II supports the staff by providing several opportunities for Waldorf Teacher training including:

- Foundation Study and Grades with High School Weekend Workshops or Early Childhood training at the Waldorf School of Orange County
- High School Teacher Training Certification coursework for all faculty every summer at Sunbridge
- Great Lakes Summer Institute for all faculty and staff integrating Waldorf methods
- Antioch University and its network of training institutes

Multiple Intelligences Methods Approach

Language Arts/Linguistic Intelligence Approach

SCCCS II uses both the whole language approach and phonics instruction to teach students to read. The reading process begins from the teacher’s own instruction and writing. Learning is familiar and relevant. By the end of first grade, many students will be reading simple books and will know up to 100 sight words. Students will understand that letters represent sounds, which form words, and that these words can be used to write fun, creative, and powerful things on paper. They will be able to listen attentively and concentrate for more than 30 minutes at a time. Such control is a remarkable milestone and translates into proven future academic success. Students enjoy a variety of stories and become adept at talking about the sequence, characters, settings, and events of a story. Some students may learn to read independently and fluently in the first-grade year. The focus of literature is primarily on fairy tales because they speak to the developmental needs and interests of this age. By second grade, students’ writing will

become increasingly beautiful as the teacher carefully models penmanship and guides them through form-drawing classes, which teaches cursive handwriting through brain integration. By the end of the second-grade year, more students will have learned to read independently and fluently. The vast majority of third grade students read independently and fluently. Their cursive handwriting and spelling improve dramatically over the course of the year.

The literacy level of students will begin to soar during third grade as students enter the reading to learn stage of their development. Students will become increasingly motivated to read independently about their own interests as well as to study for school. They will comprehend more fully what they have read and are equipped with a toolkit of effective reading strategies, including clarification, questioning, summarization, and prediction. We intend to promote students in the upper grades to engage in reading both fiction and nonfiction of high quality, as well as articles from highly respected magazines, newspapers and/or journals. According to a presentation evaluating student achievement data at the annual conference of Alliance for Public Waldorf Education, students in public Waldorf schools begin to outperform their counterparts in traditional school settings on standards-based test scores in English-Language Arts at third grade and above.²⁵ Parents will be highly encouraged to support the school's literacy efforts by reading to their children for a minimum of thirty minutes each evening.

World language instruction is considered part of linguistic intelligence in our program framework and will begin in first grade when children are primed to engage another language and become familiar with new and different linguistic sounds, words, and phrases. Through the grades, the world language program expands from teaching language through stories, songs and games to include reading, writing, grammar and conversation so students become increasingly proficient in at least one world language. Aspects of other languages (e.g., Latin, Sanskrit, and Japanese) are also woven into the curriculum through Main Lesson. We believe that introducing students to Latin provides a deliberate and broad foundation of language acquisition that is valuable to any language speaking individual. As English becomes the primary world language it is logical to give all students a strong grasp of Latin. Not only will understanding the roots of words give students a future leg up on college entrance exams, but many disciplines use Latin as the language by which scientists, researchers and practitioners communicate. Medicine, botany, zoology, oceanography, anatomy, and biological anthropology, to name a few, rely on Latin as the main connecting tool of communication.

Logical/Mathematical Intelligence Approach

In the early elementary years, mathematical instruction flows from the whole-to-parts and is especially integrated through stories, art, manipulatives, music, mental games, and movement to stimulate students' thinking. The primary mathematical operations of addition, subtraction, multiplication, and division will be taught side by side to demonstrate their interdependence and to discourage the *one right answer* mode of thinking. Our integrated approach engages, develops critical thinking, facilitates memory, and imparts an appreciation for numeracy. Our mathematics program will become increasingly practical for the nine to eleven-year-old child, when useful skills for daily life are strongly emphasized, including: two-digit multiplication, long-division, measurement, decimals, and fractions. Such topics are introduced in the context of thematic instructional blocks related to gardening, cooking, building, zoology, and narrative. For instance, the four operations will be introduced through a fairytale that describes "Queen Equaliss", "Milton Minus", "Tipper Times", "Dottie Divide", and "Peter Plus", as each having distinctively

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different and important characteristics in first grade. In this way, mathematics is enlivened. SCCCS II will be careful to ensure that individual children have positive experiences with mathematics from the outset so that they become equipped with a solid foundation and positive attitude to further develop themselves as mathematicians. We will work so that our students appreciate the concrete nature of mathematical laws. The objectivity of mathematics will offer them comfort during potentially turbulent years. The curriculum will meet the expanding developmental capacities of students through in-depth study of business math, algebra, and geometry. Students will create order, think rationally, engage in logical exercises, and learn to visualize spatially. By the time the majority of eighth graders exit the mathematics program, they will be proficient in foundational mathematical skills, have been introduced to important principles of geometry, and have completed Algebra I.

Naturalistic Intelligence Approach

At SCCCS II, it is our intention to educate the whole child to see himself or herself as living within the context of an ecological system comprised of social, physical, and intellectual components. Developing the capacity to think ecologically, we believe, is more than a matter of teaching about the importance of recycling or reducing our reliance on fossil fuels. We will teach students to become aware of the inherent *ecology of life* as something that is connected to everything we do, from a baby animal's exhale to the ionosphere, from a drop of water to a tsunami. In the same way that each child must be taught as a human being, so the multi-dimensional, complex issue that is our world ecology we believe, must first be experienced as a single unit with many interconnected parts.

From there, specific aspects of ecology will be woven into our curriculum so that the child will fully understand the individual and collective relationship they have with the planet. Science, for example, will be taught in the lower grades through observation and experience of the natural environment. Through practical nature studies, gardening, and environmentally conscious practices, the children will develop a sense of guardianship for the Earth and all its inhabitants. They will see and feel their connection to, and responsibility for, their community. In the upper grades the teacher will set up experiments, call upon the children to observe carefully, ponder, discuss and write up as scientific observation. The students will then draw their own conclusions, either as a law or formula. Through this process, rigorous, independent thinking and sound judgment will be cultivated. In horticulture for instance, students will learn about the various ways plants grow from seeds, cuttings, spores, and/or bulbs. They will observe seeds and the differences between sowing crops directly in their rows, or planting seedlings into the ground. They will see the difference between traditional approaches to growing food and other methods such as the *French intensive* method compared with the traditional row method. They will observe the way that some plants produce fruit or leaves, or roots for consumption. The cycle of growth will come full circle with harvest, collecting new seeds for cultivation, with the remains being put into a compost bin to create nutrient rich soil for new crops. Within this process, the students will learn and appreciate the patience and time it takes to produce the food we consume and the interdependence humanity and its environment shares to inspire ecological responsibility.

Inter/Intrapersonal Intelligence Approach

Being part of a community with shared practical responsibilities is an essential component to educating the whole child. By caring for each other and the school environment, students will gain respect for their classmates, teachers, and school. Through our program they will develop empathy by actively working as well as watching others work, which will help instill perseverance to continue projects to completion. The sense of achievement from participation will bring a further effect into other subject areas with an overall increase in productivity and (CITE LIU) performance.

Musical Intelligence Approach

Music is a central component of our curriculum and will be found in every classroom through singing and instrumental music. Instrumental study begins in first grade, with flutes on the pentatonic scale and recorders that are stored in cases the students knit or sew themselves. After work with the pentatonic flute students will transition to a pentatonic recorder in third grade and then a diatonic recorder in fourth and fifth grade. Also, in fourth grade, students will begin to learn an orchestral instrument, such as the violin. Sycamore Creek Community Charter School II will also offer chorus and students may even make their own instruments as part of integrated science and/or history blocks.

Bodily/Kinesthetic Intelligence Approach

Our movement program at SCCCS II will support physical development as defined and guided by principles of Public Waldorf Education. Cooperation, spatial understanding, healthy physicality, leadership, strength, timing, and coordination are all goals sought to achieve in our courses focused on students bodily/kinesthetic intelligence. By incorporating them into movement, younger students will be able to retain memory of letter's shapes and sounds. Our movement component is an amalgam of dance and physicality that also encompasses eurhythm (the traditional Waldorf style) Eurhythm is a dance-like art form in which speech is expressed through bodily movement. Specific gestures represent spoken sounds, both vowels and consonants. Eurhythm can be thought of as "visible speech or song". Eurhythm enhances coordination, strengthens the ability to listen, and promotes harmony in groups.

Handwork is a key element of SCCCS II's program because of benefits to the students' social-emotional, physical, and intellectual development. In our program, handwork is considered an aspect of multiple intelligences, but primarily falls under the "Bodily/Kinesthetic Intelligence". Handwork will be brought to the Transitional and traditional kindergarten students in the form of finger knitting and will increase in complexity and skill level through the grades. Research confirms that optimal brain development relies on refined motor development and using the hands to knit opens up neurological pathways that would otherwise atrophy. Also, learning to knit, crochet, sew, weave, whittle, etc. develops hand-eye coordination, hand strength, and dexterity that enhances intellectual development (tracking with the eyes helps eliminate some early reading issues), concentration, coordination, perseverance, and creativity.

Visual/Spatial Intelligence Approach

SCCCS II students will practice form drawing, a subject taught in schools guided by the principles of public Waldorf education schools in first through fifth grade which will enhance their development of their "Visual/Spatial Intelligence". The forms the children will draw each year are chosen to resonate with the challenges typically experienced during the respective developmental year and in conjunction with the academic subjects they will study in each grade. In fourth grade, for instance, the children work with fractions and so draw geometric forms that express fractions in visual shapes. Students will also draw forms that relate to the cultures they are studying. In fifth grade, for instance, elaborate designs are derived from ancient Persia and Egypt as they study those cultures. Free hand form drawing will develop spatial intelligence by relating the size of their paper to the various components of the drawing and understanding how there is a relation of parts to the whole. Because the students are looking back and forth at the teacher's demonstration of the drawing and their own drawing, they develop coordination of their hand and eye and because they must take their time and work slowly, they will develop their patience and ability to concentrate. A side benefit is that their handwriting will be improved.

Existential Intelligence/Hardiness Approach

Students will also engage in other hands-on experiences such as, gardening, and cooking and baking. We believe our practical subjects' program will give our students the opportunity to engage their imagination, help them practice problem solving, and support the development of Hardiness to fulfill our commitment to the MI of Existential Intelligence. Items the children will create, and build take time and effort to complete, often, weeks, or even months. During this time, they will experience trial and error and develop the intrinsic desire to finish. We believe the sense of accomplishment the students will gain from practical subjects will be further motivation to translate their developing efforts to other subjects and ultimately become part of their daily life.

Materials

Sycamore Creek Community Charter School II teachers will use a variety of sources to deliver our standards-based curriculum implemented through the guiding principles of public Waldorf education. Teachers will carefully craft their presentations to feature stories and imagery that engage the children's imagination. In all the grades, high quality materials designed to give students the experience of success in their school activities, promoting self-esteem, a sense of value for quality work, and increased motivation for accomplishment are used.

A Vibrant Classroom

Transitional and traditional Kindergarten teachers' instructional materials will be chosen to enhance the children's imaginary play, to deliver stories and songs that are rich in language and imagery, and to support the meaningful activities the children will participate in daily. In the TK, Kindergarten, and lower grades, age-appropriate play materials, and instructional support tools are selected or handmade from wood, silk, wool, and other natural materials. Students feel more connected to the environment using materials made from the natural world. Students also tend to focus better and feel more relaxed and nurtured when warmly surrounded by an environment of beauty and simplicity, avoiding business in classroom décor. These instructional materials support our arts-integration within the framework of the state standards.

In grades 1-12, SCCCS II teachers will use a wide variety of materials and resources including primary resources, realia, manipulatives, visual aids, prepared worksheets, texts, vocabulary lists, maps, diagrams, and multimedia (when appropriate). Much of the thematic and interdisciplinary Main Lesson is delivered through oral presentation, complemented with hand-drawn illustrations on blackboards. The students will then copy it into specially designed blank books, known as Main Lesson Books, creating their own "text" books for each unit block. As students' skills develop, they will start to take their own notes, transposing them into text for their books. Student-generated Main Lesson Books will be the center of the classroom experience. Teachers will develop the Main Lesson from a variety of sources, such as primary resources and texts, field trips, experiential activities such as gardening and baking, and other relevant materials. Students will then write and illustrate what they have learned and observed into their Main Lesson books. The Main Lesson books are alive with the students' writing and illustrations. Using high-quality paints, crayons, and colored pencils on appropriate painting and drawing paper allows students to create work with rich blended colors and subtle hues, to create detailed and beautiful writing, pictures, and designs. The main-lesson books for each student will provide an important record of learning that gives students, teachers, and parents a comprehensive view of their learning and progress.

The classroom will also be used to exhibit student watercolor paintings (and other forms of visual artwork in the upper grades) that represent and reflect the themes of the topic being studied. Living plants,

flowers, rocks, gemstones, shells, and other artifacts that bring nature and life into each classroom will be collected and displayed to imbue a sense of awe and wonder with regards to the natural world.

The Place of Textbooks

Appropriate and carefully selected textbooks are seen as valuable resources for teachers and students. Depending on the grade and subject matter, SCCCS II will use state-adopted textbooks as teacher resources for lesson preparation, and research tools for students to augment their lessons. It is important to note, however, that textbooks do not drive decisions about what is essential for students to learn. Rather, they are considered part of a toolkit and used as a resource, to deliver standards-based lessons. As a matter of course, books such as dictionaries, atlases, encyclopedias, and other reference material are also an integral part of the classroom. Assignments and projects arising out of the lesson themes will give students opportunities to develop competence in a range of information-retrieval skills by the time they complete seventh grade. Although the curriculum is very clearly outlined for the teacher at each grade level, there is tremendous freedom in how each teacher may choose to present that curriculum. While there are certain supplies that are common to all the grades, for example main lesson books, crayons, colored pencils, etc., the teacher has the freedom to choose additional materials such as textbooks that support their vision. While textbooks are not a primary part of the curriculum that is used, except in the case of a single copy for the main lesson teachers' reference, in the High School grades textbooks are more readily used.

Technology

At SCCCS II, technological literacy will occur in a specific and gradual timeframe with an integrated digital literacy program that begins in the 6th grade and continues through 8th grade and follow-up guidance in High School years. We are committed to a balanced approach to technology so that students view it as a potent tool to gather information, research, and communicate ideas. Technology will be used as a platform to take standardized tests from grades three onward and then will begin to be used as a learning tool during middle school. Before this time, it will be critical for students to interact with one another and with teachers in exploring the world of ideas, participating in the creative process, and developing their social skills and inner qualities. As older students, they will become proficient in computer technology and web-based research. Specific technological learning time points are embedded throughout the curriculum section. SCCCS II believes in the importance of students developing an understanding of the value of technology, its many uses, and its continued evolution as a tool. Many Waldorf graduates have successful careers in the computer industry. A MacArthur Foundation report supports the approach of focusing on students' development of cultural understanding and social skills for them to fully employ available technological tools. The report contends that for students to be capable of participating in contemporary culture they need to develop the "skill, knowledge, ethical framework, and self-confidence."²⁶ We support computer literacy because of the benefits and gains of developmentally appropriate access and use of technology when presented as a tool, much like knitting needles or a painter's brush.

Community Committed to Growth

Sycamore Creek Community Charter School II is designed to function as a social ecology that balances initiative and accountability. Just as we will expect students to learn and grow, so will all teachers, staff,

²⁶ Jenkins, Henry, Ravi Purushotma, Margaret Weigel, Katie Clinton, and Alice J. Robison. *Confronting the challenges of participatory culture: Media education for the 21st century*. Mit Press, 2009.

and participants be expected to stay committed to growth and development. A key philosophical underpinning of our community is to be and develop hardiness and specifically one's courage to consistently grow and accept challenges as an opportunity. We will make planning, doing, and reviewing, a creative, fruitful, and effective process.

Purpose and Service

At Sycamore Creek Community Charter School II, we will educate children who as adults will be capable of envisioning and creating not just a tolerant, but an inclusive world that respects people and principles thoughtfully. Doing things for others contributes to a sense of self-sufficiency, self-esteem, purpose, leadership, and accomplishment, as well as strengthens qualities of self-discipline, perseverance, patience, and imagination. Community service is an intrinsic part of that goal. Bringing children into contact with those less fortunate than themselves and caring for the environment helps broaden their understanding of the realities of our society. It helps them develop compassion and empathy for others as well as a desire and will to help. A service project for a class also helps build a spirit of community within the class. Working together towards a common goal helps develop skills in cooperation and working together. This is one reason why service projects will be important even in the early grades. The children will learn to work together and to trust one another. A sense of community service will be fostered in the younger grades first locally, that is, within the class community. As the children mature, their ability to be empathetic and use that empathy towards action in service of others will be focused on an ever-widening circle of influence beyond the classroom and the school into the greater community. Community service at SCCCS II is not required for promotion nor is it tracked by number of hours because we believe that it is not merely a duty to be of service, but a privilege, and want to emulate and instill an intrinsic desire to be of service.

Homework

Because we will employ a developmentally appropriate approach to education, we understand the need for young children to have the right amounts of time for structured and unstructured learning experiences. We also recognize that homework can be a valuable way to extend and reinforce classroom lessons, giving older students more practice and review time to incorporate new knowledge and skills. Homework can also help students develop good study habits, discipline, and accountability, while providing parents the opportunity to stay connected and up to date with their children's education. Therefore, at regular times during the school week children will be asked to complete homework. Additionally, in the High School years, daily homework will be an established expectation.

Cultivating Leadership

The personal behavior of adults and teachers at Sycamore Creek Community Charter School II will be an example for the students to emulate. Students will learn about leadership at different stages of their development, with empathy, compassion, strength, and humility as the ideal leadership characteristics to strive toward. For instance, TK and Kindergarten teachers knowing that children at this age imitate adult behavior on their path towards becoming their own individuals will be aware of their demeanor, actions, tone, and behavior in order to consistently model the ideal leadership characteristics. The class teacher of grades one to five will seek to set clear guidance and boundaries for the class, knowing that children at this age rely on guidance and boundaries to continue developing their individuality. Class teachers of grades six to eight will endeavor to be experts in their subjects, knowing that at this age student want to be led by teachers they respect. The beauty of the variety of subjects in our curriculum is that children will experience themselves and each other in different leadership capacities. The opportunity to be seen and understood in multiple ways, places where one can shine and places where one needs help, will

develop students' positive self-image. Teachers will endeavor for a creative balance between cooperation and competition among students, aiming for them to be enlightened and inspired by their peers, and their teachers. As the students develop and mature into their High School years additional leadership opportunities such as peer mentoring, clubs, sports, and other extracurricular activities will offer a plethora of opportunities for students to develop their leadership skills.

Field Trips

Field trips give students the opportunity to explore, learn, and retain curriculum content through highly interactive experiences and activities. Interactivity promotes effective teaching and leads to enjoyment, satisfaction, and curiosity as well as intellectual stimulation. Stephen Bitgood²⁷ has done research, which shows that field trips are highly effective and should be particularly experienced-driven rather than information driven. Therefore, field trips (when the budget allows) will be opportunities for unique experiences such as a tide pool visit or trip to a nature conservancy. Sycamore Creek Community Charter School II teachers will assess student knowledge prior to the experience and then follow up the field trip with related classroom activities to maximize student learning. School Day, School Calendar, and Instructional Minutes Sycamore Creek Community Charter School II will follow a traditional school year calendar that will include a minimum of 175 days during which instruction is provided by school staff.

Positive Behavioral Discipline and Inclusive Behavior Instruction

Because we value the use of a multi-tiered system of support (MTSS) we understand the importance of positive behavioral discipline and inclusive behavior instruction. We have incorporated these aspects of teaching into our professional development because at Sycamore Creek we believe in the unique value of each child, parent, and teacher -- both as individuals and as a member of the school community. We will offer a climate of warm caring and mutual respect. SCCCS II's strengths are based on the belief that academic growth, a well-developed sense of self-worth, and an eagerness to accept challenge, are essential to the success of students. Our beliefs will underlie everything that we do at SCCCS II. We will strive to be constantly aware of the trust that parents place in us as we guide students toward a deeper understanding of themselves and the world around them. Effective discipline reliant on a positive behavioral model is essential to the learning environment. Students need to feel safe and protected in order to be free to learn. To ensure this, age-appropriate behavior expectations will be insisted upon. A positive but firm approach to discipline will allow students to be gradually led towards self-discipline. Sycamore Creek Community Charter School II teachers will be confident authorities who exercise strong leadership creating a healthy environment worthy of imitation. Sycamore Creek Community Charter School II understands that discipline is about teaching, and modeling appropriate behavior versus punishing. We also believe it is very important that in the classroom and on the playground that appropriate topics are being discussed and subjects that are too mature are avoided. Allowing for wholesome jovial interactions is emphasized and we intend to be vigilant in keeping clear parameters in place. Teachers will use the concept of temperaments to help them interpret, understand, and relate to their students. Through deliberate observation and conscious child study that occurs over a long period of time because of our adherence to the guiding principle in Waldorf Education of looping, teachers will have the opportunity to develop a deep understanding of the students' dispositions and will therefore be better equipped to help them succeed in every way. We believe students learn better when teachers leverage this insight garnered through looping and temperament observation.

²⁷ Bitgood, Stephen. "School field trips: An overview." *Visitor behavior* 4, no. 2 (1989): 3-6.

The proposed TK-12 school calendar (subject to change) was developed to increase attendance, decrease chronic absenteeism, and make sure that all students have an opportunity to learn and excel. The proposed school calendars have the students attend school for a minimum of 175 days. The school calendar is a traditional calendar with school starting in September after Labor Day and ending in mid-June. SCCCS II will have at a minimum, the following number of minutes of instruction:

- (A) To pupils in kindergarten, 36,000 minutes.
- (B) To pupils in grades 1 to 3, inclusive, 50,400 minutes.
- (C) To pupils in grades 4 to 8, inclusive, 54,000 minutes.
- (D) To pupils in grades 9 to 12, inclusive, 64,800 minutes.

Independent Study

SCCCS II may allow students to participate in independent study on a case-by-case basis pursuant to the independent study policy adopted by the Board of Trustees and as provided for by law. The option for independent study at SCCCS II is to assist students on an as-needed, short-term basis. It is designed for students with individual needs that cannot be accommodated in the classroom during the traditional five days a week program. Students with an illness, injury, or other unique circumstance would qualify. Students must meet all independent study eligibility requirements. Additionally, no student will be required to participate in an independent study program.

SCCCS II will not allow for participation in independent study to exceed the amount of independent study that a classroom-based charter school is authorized to offer under Education Code Section 47612.5 and 5 CCR Section 11963, and in accordance with CDE guidance. SCCCS II will at all times operate as a classroom-based charter school and maintain eligibility for classroom-based apportionment.

As well, SCCCS II will adhere to all applicable regulations and requirements applicable to independent study programs operated at charter school, including Education Code Section 47612.5 and Sections 51745-51749.6.

Figure 4. Proposed 2024-25 School Calendar

Sycamore Creek Community Charter School						
2024-2025 School Calendar						
July 2024						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
August 2024						
Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
September 2024						
Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					
October 2024						
Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		
November 2024						
Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
December 2024						
Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
January 2025						
Su	M	Tu	W	Th	F	S
		1	2	3	4	
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
February 2025						
Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	
March 2025						
Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					
April 2025						
Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			
May 2025						
Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
June 2025						
Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					
Holiday/School Recess – Jul 4, Sep 2, Nov 11, Nov 28; Dec 25; Jan 1; Jan 20; Feb 17; May 26; Jun 19						
Early Release Day for TK-8						
School Recess- Nov 25-29, Dec 23-Jan 3, Feb 17-21, Apr 21-25						
First Day- Sep 3, 2024 – Early Release for TK-8 Last Day- Jun. 20, 2025						

Proposed Bell Schedule

SCCS II will commence operations by September 30th of its first year of operation. The proposed TK-12 bell schedule exceeds the required annual minimum instructional minutes. There will be weekly early release days for TK-8 as well as four (4) additional early release days in alignment in the above proposed school calendar. Grades 9-12 will attend on a regular day schedule for all 175-180 instructional days. The weekly early release days for grades TK-8 will allow for vertical and horizontal articulation, planning, and grading. The regular schedule for grades 9-12 will allow for preparation periods two (2) to three (3) days per week based on the block schedule for planning and grading. The teachers for grades 9-12 will meet monthly for vertical and horizontal articulation especially in regard to themes.

Table 6. Proposed Bell Schedule

<u>Regular Day Schedule</u>		<u>Early Release Schedule</u>	
TK/K		TK/K	
8:30-12:30	240 minutes	8:30-12:30	240 minutes
1-3		1-3	
8:30 -10:30	Main Lesson 120	8:30 -11:00	Main Lesson 150
10:30-11:00	Snack	11:00-11:30	Lunch
11:00-12:30	90	11:30-1:00	90
12:30-1:00	Lunch		240 minutes
1:00-2:30	90		
	300 minutes		
4-8		4-8	
8:25-10:30	Main Lesson 125	8:25-11:00	Main Lesson 155
10:30-11:00	Snack	11:00-11:30	Lunch
11:00-12:30	90	11:30-1:10	100
12:30-1:00	Lunch		255 minutes
1:00-2:45	105		
	320 minutes		
9-12		9-12	
8:35-10:35	Main Lesson 120	None	
10:35-10:45	Snack		
10:50-12:10	Period 1/4 80		
12:10-12:40	Lunch		
12:45-2:05	Period 2/5 80		
2:10 – 3:30	Period 3/6 80		
	With passing 365 minutes		

A Typical Day

Elementary Student (4th Grade)

8:20 am- You arrive on campus 10 minutes before the bell rings so that you have time to put away your things and have some social time on the yard with your friends. A little exercise gets your blood moving and wakes you up for the day, or, perhaps, just gives you a moment to acclimate to campus after being at home with mom and/or dad.

8:30 am- The bell rings and you and your classmates race to the classroom to line up to enter the room. As you get to the door you reach out to shake your teacher's hand and say, "Good Morning!" You take a moment to share about your exciting time at the park yesterday after school and let her know that you have been practicing your poem.

8:35 am- Once all the students have been greeted and entered the classroom, you stand to say a morning poem together. You practice standing tall and still, as you have been asked, while you speak clearly and loudly. The next half hour is spent jumping rope while saying your times tables, singing seasonal songs, and learning a new piece on the recorder.

9:00 am- When the teacher asks for volunteers to retell a bit of yesterday's story (you are in a math block, but this little bit of language arts keeps things fresh), you wave your hand enthusiastically in the air. You love the stories and enjoy drawing scenes from them in your main lesson book. Together you and your classmates share about the story.

9:15 am- The teacher lifts her hands signaling the class to stand. It is time for a quick movement break. Out you go to practice some handstands and pushups and cartwheels.

9:30 am- After a bathroom break and some water, the teacher asks you to put the number 15 on your paper. You enjoy this bit of mental math because the question is so open-ended that you can be as creative as you wish. In the 7 minutes you are given, you can come up with 12 different equations and have included one with a fraction in it! The class is impressed that you remembered even though the teacher just began introducing fractions.

9:50 am- You turn your head away for a second and your teacher is standing at the front of the classroom with a large watermelon and a HUGE knife. She proceeds to demonstrate how one watermelon can be cut into pieces (fractions) while asking for continuous call and response from the class. You are just excited because you are probably going to get to eat some of the watermelon at recess!

10:10 am- The teacher asks you to get out your main lesson book and find all the fractions on the board that are equal to 1 and write them on a page. Her hint: there are more than 15! IF you finish this task quickly, you are asked to make up as many more as you can. She ends the lesson with a bit more of the story she has been telling.

10:30 am- RECESS. For ten minutes you sit outside at the picnic table having snack. Even though you are eager to play, you know that everyone must sit, so you might as well eat something. Then it's off to the yard to practice some more cartwheels or engage in a rowdy game of tag, and then it's back to class!

11:00 am- It's handwork day! You have designed your pattern for cross-stitching and today you get your thread and needle. It is going to take a long time, but you know that handwork is good for brain development, especially math, as well as developing your fine motor skills. You loved learning to crochet last year!

11:50 am- Games lesson. You are a little nervous for games today because your games teacher has told you that you are going to run a mile. You are not sure you can do it! Once everyone has gotten some water, the teacher explains that you do not need to be the fastest, you just need to pace yourself and finish. They will be keeping track and you will only be trying to improve your own time. It doesn't matter what anyone else does. You all begin to jog. After 10 minutes you realize that you are the last one on the field running. Your classmates have all gathered at the end and are calling your name and cheering. Your friend has even run back to finish your lap with you!

12:40 pm- LUNCH. Ten more minutes of sitting to eat together. And then it is off to play. Free time is so much fun and a great opportunity to develop new friendships as well as make up inventive new games.

1:15 pm- Spanish. When you first heard that you would be learning Spanish, you imagined a lot of papers and tests and not understanding anything. You were so wrong! The class has fun singing songs, making up sentences about the stuffed animals in Maestra's basket, and playing games. Sometimes you get to make tortillas from scratch or play a piñata game or bring pictures for the Day of the Dead.

2:00 pm- Strings. It has only been a couple of months, but the class is actually able to play Mary had a Little Lamb on their violin. Learning to sit up straight and listen to the notes, keeping your fingers in the right position and holding the bow accurately is challenging. Your parents say you are developing your executive function skills – whatever that means!

2:50 pm- School is over! It is so hard to leave the playground, even though you know your dad is waiting in the car. There are so many fun things to do on campus!

Middle School Student:

8:00 am- Campus is open and some days you come early, hang out with your friends and put your violin away in the storage area.

8:30 am- As the bell rings, you gather your things for the day – the question you are required to bring each morning during the Anatomy block, a write-up on balance and how the hardness of the bones connects with the flexibility of the muscles, the speech you have prepared for your 8th grade presentation in just 2 weeks. It has been a busy year, but the 8th grade four-week blocks are so interesting: organic chemistry, physics, civil rights, revolutions, algebra, meteorology, Platonic solids, geography and economics, and modern history.

9:00 am- After warming up with some games to demonstrate how muscles and bones work in our body, reviewing all the bones in the body for our final test with a game, practicing an A cappella song for Winter Festival and doing a quick mental math activity, the class finally gets into the anatomy lesson. The teacher said yesterday you were going to talk about the eye. You remember discussing the camera obscura in 7th grade and are super interested in how that all worked. You are remembering that the image was upside down, but why...? You guess you will find out!

10:00 am- Wow! That was fascinating. You will have some questions to write down tonight for homework. You are happy now to have some time to work on your main lesson book. You have a great idea for demonstrating how the eye works by making the page into a lens and projecting the image onto it upside down. Also, you must begin the final draft of the write-up on balance. You have some things to add after hearing a few of your classmates share theirs this morning.

10:30 am- RECESS. Still so lucky to have this time. Nearly everyone you know who goes to other schools has five minutes for recess. You don't think you could sit all day if you didn't have a chance to move around. The class has been having a great game of badminton the last couple of weeks.

11:00 am- Spanish. You are eager to hear some of your classmates' presentations, in Spanish, about their family trees. You don't present for two days and are grateful that you can observe and make changes. You are proud of the work you did on your poster project part and now just need to be able to speak for ten minutes without forgetting your vocabulary.

11:50 am- Games. You can't believe that Track and Field is only a month away. Your games teacher told the class that each of you had to pick at least three events to participate in. You are not a super athletic

person, but you think you will do all right. You have decided that you will focus on the shot put, high jump, and hurdles. Last year it was fun to see all the kids from the eight other similar schools in the region. You wonder if most of the kids will come again?

12:40 pm- LUNCH! With all this hard work you have worked up a mighty appetite and enjoy chatting with friends while eating your lunch.

1:10 pm- Class lesson. You have been practicing your speech in front of the mirror for the past week. You never would have believed you would be speaking for ten minutes in front of an audience of 80+ people if someone would have told you so in 4th grade. But in two weeks, this will be you. You have really enjoyed your project these past eight months. You never imagined that it would be so hard to find a mentor who would work with someone your age and are grateful that you did. The illuminated manuscript you have created is impressive, if you do say so yourself. Your classmates have been really impressed, too. You are looking forward to hearing their suggestions for your speech. After all, they know you almost better than you know yourself after spending eight years in the same class!

2:00 pm- Orchestra. Your orchestra teacher is tough! You have a test today on a hard, fast piece that you and your classmates will play for the Winter Festival. It's worth all the hard work, you guess. You won the highest ranking possible last year in the regional music competition. You must admit that you feel a bit of pressure to keep up such a high standard. You guys do sound good, though.

3:1 5pm- School was out at 2:50pm but you are hanging around today because you were chosen to be a peer mediator for the middle school. You will be trained over the next two weeks to be able to facilitate meetings between students who are having a conflict. You're pretty proud that your classmates feel you are trustworthy enough for this job. You think you will enjoy it!

High School Student (11th Grade)

8:15 am- You arrive a little early to grab the school breakfast and chat with friends. It's nice that school starts later and allows you to travel to school with your younger brother and sister who are in the lower grades. You wave goodbye to them as they head to their side of campus and go to your locker to make sure you left your handwork project you've been working on in there and not at home under your bed.

8:35 am- Main Lesson You've got lots of insights and questions about the Physics block of Electricity & Magnetism and you get out your homework to turn in. It's so interesting how the Physics blocks over the last several years are related. You remember in 7th grade getting to work with magnets and now the complicated mathematical formulas explain the attraction of magnets to each other. You wonder if the same formula explains why, you and your best friend, Lillian, have been drawn together since 3rd grade. Who knows?

9:00 am- After reviewing my corrected work it's time to review the previous day's experiments and concepts and then start the new experiment on electricity and magnetism. We're getting into groups, making sure to carefully observe, and record our notes and sketches so that we can plot and analyze the data.

9:45 am- It's time to describe and discuss each group's results and compare the different results. It's so interesting how the results are so varied. I'm pretty sure it's because each group's method of timekeeping is slightly different. You're going to make sure and mention that if we all used second hand from the clock on the wall our results wouldn't have so much variance among them.

10:00 am- It's time for the theoretical aspect of all these experiments and calculations. This is your favorite part, when we get to think and learn about all the work that's been done thus far by physicists in terms of explaining our physical world. It's so inspiring! All these years in Physics you've been captivated by the mechanics of things and really thought applying to a trade school to become an electrician or something more hands-on made the most sense, but now, you're not so sure. Applying to Caltech and choosing "Applied Physics" as a "major" or an "option", as the teachers there call it, seems like it might fully satisfy your longtime passion for all things "Physics". You're going to make sure and ask our awesome counselor "Lexi" what they think about the difference between the different STEM options there. 10:20 am time to make sure you've got the homework problems copied down correctly and have completed your Main Lesson book pages. It's so fun to look back at my Main Lesson books over the years. It's hard to believe you were just learning to multiply in 1st grade. How far you've come!

Glimpse into another Main Lesson:

8:35-10:35 am- Aesthetics 1B History through Music- You can't believe you're saying it, but this is almost your favorite class. Mr. Stout started week one with a crash course in World Music. Then you studied African and Asian music and focused on the unique aspects of each. Then you created a list of musical terms to help the class listen more actively and critically; this brainstormed list included terms such as syncopation, form, timbre ensemble, harmonic structure, and melodic motion. In your second week, you moved into the history of European music- including the Classical and Baroque periods. You filled out reflections on the pieces you listened to both in class and for homework. This was a wonderful way to analyze the music and to organize your thoughts. Each student presented an independent final project in the third week of the class. Presentation topics included the history of hip hop and the influence of the moon in Chinese culture and music. So far there was a daily "guess whose song" that started off each class. You all sent Mr. Stout a song you thought represented you well as an individual, and he created a playlist with them. Each morning we listened to a song and voted on whose we thought it was. Then the person told us a little bit about their history with that song and why they chose it, using the terms we had generated in class. 10:35 am Snack. All that thinking has made you hungry. Time for a banana and a check in with Jose who looked pretty upset this morning. He's had a rough time of it the last couple of years. He was diagnosed with depression and anxiety over the summer and his grades started slipping. I know this created even more anxiety as he fell behind academically. Fortunately, he connected with Lexi, the school counselor, to talk about his struggles. He learned that when he's depressed it's likely because he's focused on something in the past and he needs to find ways to process previous disappointments like journaling. He said that he learned that when he feels anxious it's because he's worried about the future and doing a small task related to mitigating his worry is the most helpful. He loves that during art class he's encouraged to connect the stages of depression and anxiety to processes and coping tools that help him move past his struggles.

10:50 am- Precalculus- We have a test today but you're not too nervous because you studied really hard and know that test taking is a way to learn too. Plus, since our school adopted the policy of grading for equity, it has reduced everyone's stress level so much. You know you'll get another chance to work on the problems you get wrong to increase your score---because---the point is to learn the material. You keep seeing Ms. Kimberly's face (your grades teacher) every time you doubt yourself, and picture her saying, "Your brain only grows if you make a mistake, so it's good to make mistakes! That's how we learn!"

12:10- pm Lunch- You're famished! Thank goodness for school lunches. You don't know how our school manages to have such yummy lunches, you guess having a kitchen on campus that makes fresh guacamole, tortillas, and albondigas soup helps.

12:45 pm- Spanish- You're so excited for today because the class gets to talk about the upcoming field trip to a Waldorf school in Mexico, all in Espanol of course! It's not easy, but Senora Caballeros always makes it fun, and you can't wait to finally meet your pen pal, Luis, that you've been writing to since 5th grade!

2:10 pm- Eurythmy Today, you are finishing up your group choreography projects and you're super excited to share the drawing you did of your new idea to transition from a triangle to seven-pointed star through both counterclockwise and then clockwise movements. You hope your group likes your idea and it's not too complicated. You wanted to integrate copper rods, but you think it's better to keep it simple.

3:30 pm- Time to go home but not until you meet with the Yearbook Committee. You think we're finally going to take a vote and hopefully reach consensus about what our theme will be this year. Personally, you like the "Ocean" theme, which highlights all the work our school has done with the Surfrider Foundation and our efforts to clean up some of the local beaches, but there are some other really good ideas from the rest of the committee too.

PLAN FOR DIVERSE LEARNERS

Sycamore Creek Community Charter School II aims to serve every student's needs and hold ALL students to standards of excellence through a Multi-tiered Support System (MTSS). Through methods that are guided by the Core Principles of Public Waldorf Education and MTSS that balance group and individual work, as well as variation in teaching modes, our students will have the opportunity to develop the full spectrum of intelligences so that they grow into well-rounded individuals. Our educational program will serve students from various socioeconomic, racial/ethnic, linguistic, and cultural backgrounds as well as students with either high or low academic achievement, EL, or disabilities. In the following section we describe the strategies for identification of these students, the methods for meeting the specific needs of the students as well as our plan to successfully partner with families to successfully meet each student's needs. We will strive to provide clear and effective communication between parents or guardians and school staff to ultimately achieve excellent teaching and support for every student.

SCCCS II plans to assess each student after they are enrolled. Our early childhood Transitional and traditional Kindergarten educators will assess student's readiness through parent and student meetings. For all grades including Transitional and traditional Kindergarten information that identifies individual student characteristics such as temperament, special skills and areas of interest as well as challenge, and other information the parent/guardians would like the teachers to be aware of will be collected via a questionnaire. SCCC II will also assess all new incoming students in mathematics and language arts before the academic year begins.

PLAN FOR STUDENTS WHO ARE ACADEMICALLY LOW-ACHIEVING

Identification

At SCCC II we believe every student, as well as those performing at significantly lower grade levels, can succeed. We plan to make special efforts to identify students who need extra supports in order to thrive academically. Every year incoming students will be assessed in language arts and mathematics. TK and Kindergarten students will be assessed for TK and Kindergarten readiness.

During the school year, SCCC II teachers and staff will actively monitor and measure student progress both informally and formally through internal benchmark assessments and student work samples. We

describe more fully in Element 2 our assessment tools. We will use the following criteria when determining whether a student is academically low achieving:

- Baseline TK or Kindergarten readiness assessment shows an overall lack of readiness
- Performing at one or more grade levels below their peers in the mathematics, language arts, and/or writing sample assessments for incoming students
- Performing at one or more grade levels below their peers in mathematics or language arts for continuing students
- CAASPP scores

Parent Notification and Involvement

Parents and/or guardians of academically low-achieving students will be contacted by the classroom teacher to discuss student achievement and ways to support improvement. Contact will be made either in writing or by phone to set up a conference time. Fortunately, our looping approach will build on the rapport and relationships built between teachers and families over the course of the years so that supportive communication occurs among families and teachers about each child's needs, challenges, strengths, passions and learning styles. Garnering this knowledge will enable teachers to craft individualized supports for each low-academically achieving student. Thereafter, through progress updates via email, phone calls, and/or in person discussion, parents will be informed of student performance improvements and/or additional efforts needed toward achieving improvement. Level of necessity of parent involvement will be determined through SCCCS II's Three Tier approach, as described below.

Supports

It is SCCCS II's intention to have all students, regardless of performance or ability, integrated throughout the school. Fortunately, because our program offers diverse and varied subjects and facilitates development of multiple intelligences, our students will be supported to reach their full individual potential. Students identified as performing below grade level will be given instructional supports to help them reach grade level benchmarks and standards.

Accommodations and interventions that will be used to meet students who are academically low achieving will be in class interventions with one on one help with a resource teacher and/or instructional aide, small group work that supports students with similar academic needs including leveled reading and mathematics groups, peer work, and after-school assistance in specific subject areas such as reading or math, as well as utilizing the Student Success Team composed of all stakeholders, including parents, student, an administrators, and teachers to close achievement gaps by understanding the level of support needed. when appropriate. Sensory integration and movement activities that support strengthening all students' motor and sensory development foundational to academic understanding will be integrated into classroom instruction through rhythmic work for the first 15-30 minutes of Main Lesson instruction.

As well, differentiated, and integrated curriculum and instruction will reach struggling students by adapting the curriculum to reach struggling students. In the same way that high academic achieving students are supported by scaling math problems and/or given bonus spelling words, more difficult reading material, more difficult and extended work, so will students who are academically low achieving receive scaled instruction. SCCCS II's program is based on as many experiential, hands-on methods as possible to meet and support the various ways that students learn, especially those who are performing at grade level and may thrive in alternative learning modalities. As mentioned throughout our petition,

manipulatives, narrative storytelling, song, repetition through rhythmic work with bean bags are key components that support learning. For instance, bean bags are used to learn the times tables by formulating specific repetitive movements that involve the whole body or TPR approach. This kinesthetic learning supports students below grade level.

At times, teachers will use evidence-based instructional practices such as direct instruction, where the desired outcome that is expected is modeled by the teacher so that there is a clear understanding of what is being taught. An example of this is how a teacher in an elementary grade class could sketch a picture on the chalkboard of a math problem involving learning multiplication through grouping frogs on lily pads in a narrative and then writing the math sentence and modeling how the answer would be determined.

We also plan to apply an emphasis on quality over quantity by allowing extra time for assignments, which may be accompanied by teaching assistants and/or teachers giving one-on-one time for mini lessons in specific areas of struggle. As well, partnering with parents by giving take-home projects and/or assignments for extra practice will give reinforcement of concepts the student may need extra practice with.

Because SCCCS II employs the looping model, our teachers will have the extra advantage of being intimately familiar with the strengths and challenges of each student as they move through their formative education years. They will have the benefit of being familiar with each student's previous year's work and have the ability to successfully foresee upcoming curriculum challenges and therefore strategize how to best meet each student. Immediate support at the support of each year can occur in our looping model so that the child is nurtured to reach their full academic potential. Furthermore, having built a partnership with parents/guardians, teachers will have an established line of communication with families on day one of each school year for continuing students.

Ongoing Evaluation and Student Success Team

Teachers will monitor student progress through observation, summative, formative, and benchmark assessments. Work samples, and portfolios will also be used to determine which concepts need further instruction or review for the student to acquire a complete understanding. Summative assessments include:

Using a three-tiered approach, a Student Success Team (SST) under tier two will be formed to identify further intervention strategies.

Under Tier One progress monitoring, group work, use of multiple learning modalities, direct instruction, and other appropriate methods discussed above will be applied. Furthermore, round-table discussions of student difficulties during teacher meetings to provide teacher support and advice for implementing successful instructional practices will occur.

Under Tier Two an intervention would occur outside of the Tier One level, which would include the formation of an SST. The SST will include the student's teacher, parents/guardians, and other necessary support providers and set a meeting to determine further supports and strategies to aid the student in reaching their full academic achievement.

SST Meeting Steps:

1. Introductions
2. Identify student strengths and deficiencies
3. Discuss peripheral issues of importance, i.e. students are receiving enough rest, proper diet etc.

4. Discuss modifications to learning environment
5. Strategize evidence-based instructional approaches
6. Choose timeline and process to institute modifications and changes as decided
7. Set clear expectations and methods for accountability of teachers/aids/student
8. Set-up follow-up meeting

The teacher will keep the Principal informed of the ongoing work to evaluate and support the student. In discussion the SST will formulate a plan after discussion of the areas of concern to monitor the student's progress.

If further supports are further warranted as decided by the SST the third Tier of our approach will be applied.

After a designated period, the SST will take additional measures through the Third Tier of our approach. In Tier Three, support of both Tier One and Two will be continued along with a more intense individual instruction plan to address behavior, social development, and academic underachievement. This could include such a referral for a special education evaluation and/or 504 services.

SCCCS II's plan for low academic achievers described above incorporates key tenets of the framework of Response to Instruction and Intervention (RTI²). RTI² is a systematic, data-driven approach to instruction that benefits every student. Our goal is to meet the academic needs of all our students through the use of the full spectrum of instruction, from general core, to supplemental or intensive. Evidence shows that RTI² is our best hope for giving every student the additional time and support needed to learn at high levels (Burns, Appleton, & Stehouwer, 2005)²⁸.

RTI² is an approach with evidence of success by creating the conditions necessary for closing the achievement gap. The RTI² process focuses on individual students who are struggling and provides a vehicle for teamwork to strengthen their performances before educational problems increase in intensity. Leadership is critical to the implementation of RTI². Involvement will include our administrators and leadership teams, in collaboration with all teachers who have central roles in the planning, implementation, and successful day-to-day use of the RTI² approach. Analysis of how students respond to instruction and intervention is an organizing principle for our structure and program. Our focus will promote collaboration and shared responsibility for the learning of all students across all programs, and parent inclusion processes. Further, data gathered from RTI² can be utilized in the identification process to determine if a student requires special education services, but not viewed as the primary mode through which a student can be referred for special education qualifications.

RTI² has been identified by experts in the field and has been approved by the California Department of Education, Special Education Division (CDE SED) as a priority area to support training and technical assistance requests. Our teachers will receive training and technical assistance from the California Services for Technical Assistance and Training (CalSTAT) Web page at <http://www.calstat.org/ta.html>.

The Four Key Elemental Standards of RTI²:

1. High-quality, research-based instruction matched to student needs.

²⁸ Burns, M. K., Appleton, J. J., & Stehouwer, J. D. (2005). Meta-analytic review of responsiveness-to-intervention research: Examining field-based and research-implemented models. *Journal of Psychoeducational Assessment*, 23(4), 381-394.

2. Monitoring student learning over a period to determine their level and rate of performance for constant decision making.
3. Provide research-based interventions of increasing intensity based on data.
4. Make important educational decisions based on data.

The Ten Core Components of SCCCS II's Elemental Standards:

1. **High-Quality Classroom Instruction**
Students benefit from high-quality, standards-aligned classroom instruction delivered by qualified teachers.
2. **High Expectations**
A culture of belief that every student can learn including low SES students, students with disabilities, English learners, and students representing all ethnicities.
3. **Assessments and Data Collection**
An Integrated data collection and assessment system which includes universal screening, diagnostics, and progress monitoring to inform decisions appropriate for each tier of service delivery.
4. **Problem-Solving Systems Approach**
Collaborative teams use a problem-solving systems process and method to identify problems, develop interventions, and evaluate the effectiveness of the intervention in a multi-tiered system of service delivery.
5. **Research-Based Interventions**
When monitoring data indicate a lack of progress, an appropriate research-based intervention is implemented. The interventions are designed to increase the intensity of the students' instructional experience.
6. **Positive Behavioral Support**
SCCCS II staff members use schoolwide and classroom research-based positive behavioral supports for achieving important social and learning outcomes.
7. **Fidelity of Program Implementation**
Student success in the RTI² framework requires fidelity of implementation in the delivery of content and instructional strategies specific to the learning and/or behavioral needs of the student.
8. **SCCCS II Development and Collaboration**
SCCCS II staff members are trained in assessments, data analysis, programs, and positive behavioral support. Site grade level or interdisciplinary teams use a collaborative approach to analyze student data and work together in the development, implementation, and monitoring of the intervention process.
9. **Parent and Family Involvement**
The involvement and active participation of parents/families at all stages of the instructional and intervention process are essential to improving the educational outcomes of their students. Parents/families are kept informed of the progress of their students in their native language or other mode of communication, and their input is valued in making appropriate decisions.
10. **Specific Learning Disability Determination**
The RTI² approach may be one component of Specific Learning Disability determination as addressed in the Individuals with Disabilities Education Act of 2004 statute and regulations. As part of determining eligibility, the data from the RTI² process may be used to ensure that a student has received research-based instruction and interventions.

PLAN FOR STUDENTS WHO ARE ACADEMICALLY HIGH ACHIEVING

Because some gifted children will need higher level academics in some subjects but not others, and some gifted children that are twice exceptional, will require remediation / accommodation in their areas of limitation while still receiving appropriate academics in their areas of strength, SCCCS II will be flexible in accommodating the various needs regarding students' strengths and deficiencies.

Identification

Sycamore Creek Community Charter School II will ensure that each individual student's needs are met and that all students will be challenged to achieve their potential. Inherent in our Waldorf/CCSS co-aligned curriculum taught through the implementation guided by the principles of public Waldorf education is the opportunity to stimulate each child's learning needs through an arts-integrated curriculum and through stimulating higher-level thinking skills. By its nature, our curriculum is multi-disciplinary and interdisciplinary, which is thought to aid in increasing problem solving and connection building in all students and gifted students. Learning is supported by a vibrant multi-art curriculum along with movement instruction and social learning. In this environment all children succeed in all areas, while witnessing their classmates develop particular strengths and/or exhibit natural talents. This learning atmosphere will build individual self-esteem, as well as students' respect and recognition for each other as important, and unique members of their classroom learning community.

Gifted, and twice exceptional students are identified by:

- Using formative and summative assessments to gauge the level of the students and plan for their potential to require accelerated work. The assessment(s) given will be in conjunction with parent and teacher collaboration as the type of assessment may depend on additional characteristics such as if the student may require a Nonverbal test, such as the *Naglieri Nonverbal Ability Test* or the *Test of Nonverbal Intelligence*, which may be more effective for students from culturally and linguistically different or low-income backgrounds to eliminate barriers. Some students may score high subset areas of a test but may have a diluted total score because of lower scoring areas. Each assessment will be carefully analyzed in order to accurately assess each student's abilities.
- Whether they are performing two grade levels above peers on writing samples.
- Whether they are performing two grade levels above peers on performance assessments.
- Whether they are advanced in their mathematics and/or language arts assessments.

Parent Notification and Involvement

Parents of high achieving students will be notified by their student's classroom teacher who will contact them to discuss student performance and strategies for meeting the needs of high achieving students. Contact will be made either in writing or by phone in order to set up a conference. Because parents provide a detailed understanding of their child's strengths, deficits, passions, learning modalities, and needs, SCCCS II considers them critical in developing an appropriate learning plan that best suits their child's needs. Throughout the year teachers will communicate progress to parent/guardians through calls, emails, in-person meetings and progress reports in order to ensure consistent communication.

Supports

In addition to using an approach to learning that is guided by the Core Principles of Public Waldorf Education, Sycamore Creek Community Charter School II's plan for students who are academically high achieving includes:

- Differentiated instruction in such areas as math, writing, reading, and spelling to meet different student learning levels in additional practice periods to augment their Main Lesson work. Examples include the teacher challenging students with scalable math problems or spelling words on the board or during other classroom activities. Problems and individual or group projects may be given to more advanced students. Students who are recognized and identified as gifted, talented, or high ability will be provided with enrichment activities within the classroom focusing on meeting their individual levels of curiosity and intellectual capacity. Examples of ways learning will be deepened and expanded include posing open-ended questions that require higher-level thinking; modeling thinking strategies, such as decision-making and evaluation; divergent thinking, analysis, and logic; accepting ideas and suggestions from students and expanding on them; facilitating original and independent problems and solutions; helping students identify rules, principles, and relationships; and taking time to explain the nature of errors.
- Leveled math programs using State-adopted textbooks in sixth through eighth grades may also be used. Students may be placed in math levels based on student achievement data and teacher recommendation/evaluation.
- Teachers will have the option to provide extra challenges to students as needed, and the school will make available supplemental materials, such as advanced mathematics materials. Teachers may also meet with parents to discuss supplemental materials and activities outside of the classroom.
- Students identified as academically high achieving will be given extra leadership opportunities in appropriate settings to allow for further acceleration in their strength(s). For example, they may be asked to assist their peers with math, grammar, etc.; leadership of group academic projects; and leadership of groups performing singing and recorder parts.
- Because SCCCS II believes that developing Hardiness is an important aspect of education gifted students will be encouraged to develop the view of the three C's that makeup Hardiness: Control, Challenge, and Commitment. Each of these are important for all students, including gifted students. Challenge, the idea that one can overcome adversity and grown through difficulty is especially important and related to a "Growth Mindset" in gifted students. Unfortunately, gifted students often experience self-sabotage through:
 - **Imposter syndrome:** "If I struggle with this, people won't think I'm smart anymore."
 - **Perfectionism:** "If I can't get it right on the first try it's not worth doing." "I'm not the best at it so why bother."
 - **Complacency:** "I'm already good at this and don't need to work on it"

By teaching students to overcome these stumbling blocks by recognizing that their abilities are not static, but growth oriented, they will have greater achievement. One subject area where this is already being taught is math. Stanford Professor and researcher, Jo Boaler, has conducted extensive research in math and the importance of developing a growth mindset to help students reach their full potential. She has the intention of revolutionizing math education and has been speaking to school districts nationwide about the importance of her findings. Furthermore, through Stanford she has provided incredible resources developed specifically for teachers that SCCCS II will take advantage of. Fortunately, the idea of a growth mindset can be applied throughout subjects so that gifted, and all students will benefit.

PLAN FOR ENGLISH LEARNERS

Sycamore Creek Community Charter School II will comply with all applicable legal federal/state mandates for English Learners (“EL”), including long-term English Learners and students at risk of becoming long-term English Learners, as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. Sycamore Creek Community Charter School II will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents. SCCCS II will meet all requirements of federal and state law relative to equal access to the curriculum for English Learners

In the case that there are more than 21 EL students, SCCCS II will compose an ELAC.

Home Language Survey

Sycamore Creek Community Charter School II will administer the home language survey to the parent/guardians upon a student’s initial enrollment into a California public school (on enrollment forms). This will be made available in the language(s) spoken by the parent/guardians. Our home language survey will ask families to provide information about (1) the language(s) spoken by most adults in the home (2) the language(s) the parent/guardians use most frequently when speaking with the child (3) the language(s) the child was exposed in the home environment when beginning to learn to speak (4) the language the child uses most frequently at home. After initial enrollment and within thirty days or 60 days before the start of the school year, SCCCS II will assess the English proficiency of students whose parents/guardians indicated that English is not the primary language in the home.

ELPAC Testing

All students who indicate that their home language is other than English will be administered the English Language Proficiency Assessment for California (“ELPAC”) tested within thirty days or 60 days before the start of the school year of initial enrollment²⁹ and at least annually thereafter between July 1 and October 31 until re-designated as fluent English proficient.

²⁹ The thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been ELPAC tested. All other students who have indicated a home language other than English will continue with annual ELPAC testing based upon the date last tested at the prior school of enrollment.

Parent Notification

Sycamore Creek Community Charter School II will notify all parents of its responsibility for ELPAC testing and of ELPAC results within thirty days of receiving results from the publisher. The ELPAC shall be used to fulfill the requirements under the Elementary and Secondary Education Act for annual English proficiency testing.

Instruction

SCCCS II is committed to hiring an instructional staff that can meet the needs of all students, including English Learners. We will prioritize the hiring of teachers who have already obtained a Cross-cultural, Language and Academic Development (CLAD) certificate or a Bilingual, Cross-cultural, Language and Academic Development (BCLAD) certificate.

Reclassification

We intend, like other Waldorf schools such as the Public Waldorf School, Alice Birney, to meet ELs language acquisition needs so that they may be reclassified as soon as possible. In research out of Stanford (2015), on Waldorf methods, it was determined that the reason there were so few designated English Learners above fourth grade was because of the high redesignation rate. We believe that with our comprehensive support framework described below in our section on Strategies for English Learner Instruction and Intervention, as well as other special attention to parental partnerships, and special attention to high attendance rates, SCCCS II will be successful in its ability to aid EL students so that they may be reclassified as early as possible.

Reclassification Procedures

Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the ELPAC.
- Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents' opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.
- Comparison of the pupil's performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

Strategies for English Learner Instruction and Intervention

SCCCS II is committed to appropriately and adequately fulfilling the needs of English learners. We believe that our overall pedagogy and philosophy is a natural fit for working with culturally and linguistically

diverse populations of EL students. ELs. As mentioned above, recent research from Stanford³⁰ looking at the success of students in a public Waldorf school have found that there are fewer ELs at the higher grades because these otherwise students have been re-designated early on. This development of English Language Proficiency is attributed to the developmentally appropriate approach of learning to read, write, and speak used in education that is guided by the Core Principles of Public Waldorf Education. For instance, students will be taught to write before they can read and speaking, and listening are considered equally critical components of our curriculum.

SLOP Strategies SCCCS II intends to use to support English Language Development (ELD) are:

- Connecting prior knowledge
- Using a slower rate of speech, clear enunciation, and an animated tone
- Using repetition to promote understanding
- Providing opportunities for pre-reading and reading aloud
- Allowing sufficient wait time
- Using students' primary language as often as possible
- Implementing pair work
- Modeling expected behaviors
- Using lots of visuals and realia
- Context embedded
- Manipulatives and hands on
- Using a controlled vocabulary, using cognates, and avoiding the use of idiomatic language
- Activating prior knowledge
- Limiting teacher-centered lectures
- Focusing on the meaning, not the form
- Games and Cooperative learning
- Graphic organizers
- Preview-review
- Comprehensible input
- Direct Instruction
- Joint Construction
- Coached Construction
- Monitoring
- Art and Drama
- Alternative assessment

³⁰ Friedlaender, D., Beckham, K., Zheng, X., & Darling-Hammond, L. (2015).

- Provide a version of the test with simplified language.
- Simplify directions
- Read test questions aloud
- Provide matching activities
- Allow extra time to complete tests
- Allow students to respond orally rather than in written form.
- Use portfolios to authentically assess student progress.
- Using gestures and facial expressions
- TPR (Total physical response)
- Not limiting multicultural activities to “Heroes and Holidays”, but utilizing everyday opportunities
- Providing lots of time for SSR (self-selected reading) and pleasure reading

Narrative of How Strategies will be Implemented

SCCCS II believes its approach is complementary to the Sheltered Instructional Observation Protocol (SIOP)³¹ and will rely on this method to empower ELs to increase their English Language Development. The SIOP framework is an evidence-based framework proven to help English Learners master the English Language. SCCCS II’s teachers will be provided specific opportunities to professionally develop their understanding of the SIOP and enter their classrooms confident in their abilities to teach ELs. Because the SIOP framework suggests that in addition to other subjects, the delivery of sheltered instruction in Art, Music, and Physical Education, for students at the beginning levels of English Language acquisition SCCCS II is especially equipped to deliver the sheltered instruction. This is because Art, Music, and PE **which involves games and cooperative learning** are interwoven throughout the entire curriculum and therefore provide constant opportunities for Sheltered Instruction. SIOP suggests that these subject areas are the most accessible opportunities for sheltered instruction because they are usually highly **context-embedded** areas. At secondary stages of English Language Development Sheltered Instruction is suggested to be delivered in the subject areas of science and social studies. Again, because our educational approach is interdisciplinary and developmental, ELs will experience multiple opportunities throughout the day to receive Sheltered Instruction by **connecting and activating prior knowledge** while also having the opportunity to **model expected behaviors** of teachers. Furthermore, SCCCS II focuses on the deep cognitive benefits of experiential and phenomenological learning which provides further opportunities for high **context-embedded** areas of instruction. So, teachers provide **comprehensible input** in subjects that in a traditional classroom, such as math or English Language Arts, are delivered with **visual aids, manipulatives, movement, story, song, and art that follows a direct instruction, joint construction, coached construction, and monitoring framework**, giving ELs ample opportunities for Sheltered Instruction. Indeed, we are confident ELs in our high **context-embedded** environment, similarly to ELs in other private or public Waldorf educational environments, will likely exceed expectations in their ability to acquire the English Language will ultimately likely be re-classified as English Language Proficient earlier than if they would in a traditional classroom setting.

³¹ Echevarria, J., Vogt, M., & Short, D. (2012). *Making content comprehensible for English language learners: The SIOP model* (4th ed.). Boston, MA: Allyn & Bacon

Because of this important goal, SCCCS II is committed to ensuring that our specialty instructors of Music, Handwork, Games (PE) and World Languages are given professional development training in SIOP. This is critical because while ELs receive the high **context-embedded** opportunities with their main classroom teacher, it is important to further capitalize on opportunities in the high **context-embedded** areas found throughout an ELs student's day. Therefore, specialty teachers will be provided with training in SIOP.

In TK and Kindergarten storytelling that culminates with the children re-enacting the story offers opportunity for **drama** which is helpful for ELs. Later, in the elementary years, students have multiple opportunities to participate in **drama**, both during the rhythm group work done at the beginning of class as well as class plays. Group work at the start of Main Lesson that involves **TPR** in which students recite song and verse allows for ELs to sing and speak in a group without being expected to fully understand the content. During this time as well as elsewhere, the teacher has the opportunity to use **gestures and facial expressions** to help ELs comprehend word meaning and sounds. The teacher will also specifically deliver the story at the end of the main lesson with a **controlled vocabulary, using cognates, and avoiding the use of idiomatic language**. Often rhythm work using bean bags, clapping or rhythm sticks will be **implemented in pair work** to strengthen ELs understanding. Choral work is a fundamental approach to helping ELs acquire the English Language and is therefore a natural component of our approach.

Furthermore, because much of the instruction is delivered through narrative from the teacher, but the idea of engaging students to discover concepts through teacher facilitation and **limiting teacher centered lectures** is a critical component of public Waldorf education, ELs will be in a quasi-English-immersion setting to begin with. In terms of learning secondary languages, immersion is a successful method. ELs benefit from our educational model of first learning to listen, then speak through recitation in the early grades because the pressure to read is taken off all students by asking them to copy words and phrases before they are expected to read them. As well, the words and phrases students copy come from a story, verse, song, or poem the students have already learned to recite and likely know by heart. This allows all the students, including ELs, the **opportunity for pre-reading and reading aloud** words and phrases they know and are confident reciting. As students progress in their ability to read and write they are engaged to summarize content in their own words where there is a **focus on the meaning and not the form**.

Also, helpful to ELs is our block teaching approach. Students will engage content repeatedly and consistently over three to five weeks slowly building their understanding. For example, in first grade the language arts curriculum is delivered through a fairy tale narrative. In a traditional block, the students will hear the story **using a slower rate of speech, clear enunciation, and an animated tone** in stages over the course of many days and be asked to recount the previous section before moving on. The students will have an opportunity to act out the story and play different roles through **drama**, which gives ELs a way to engage and build confidence in their social and communicative abilities. In the earlier grades the students would learn their respective parts through learning specific phrases orally together while also allowing for natural creativity to be developed. As well, the students will practice their writing by copying phrases and ultimately summarizing the key points of the story. Using techniques like **graphic organizers** is prevalent in the early grades. There is an opportunity for the students to read the phrases aloud and with help when needed. There is usually a song or songs that are specific to the block that the children learn and continually add to until it is many verses long. A cornerstone of public Waldorf education is singing, recitation, rhythmic work that invites learning through **using repetition to promote understanding** is valuable for all students and particularly ELs. **As well, students are provided lots of time for SSR and pleasure reading**. In fact, reading is framed as a pleasurable activity that students are encouraged to delight in.

During math blocks students **utilize manipulatives** and teachers rely on a **hands-on** approach. In first grade, “Fairy Stones,” or “Dragon Tears” are used to learn counting, grouping, and visually seeing the four processes. Throughout the main lesson the teacher relies on sources of **realia and visual aids** that increase ELs English language development. Furthermore, **allowing sufficient wait time** is critical when the teacher asks students to contribute their understanding of spelling, answers to math problems, reading comprehension, and other content.

Especially during the Spanish specialty block, EL students whose native language is Spanish are taught through immersion **using students’ primary language**. Furthermore, in the Spanish class, as well as other specialty and main lesson, there is no limiting of **multicultural activities to “Heroes and Holidays”**, but rather the teacher **utilizes everyday opportunities** through Spanish fiestas, and other activities to have students share their multi-cultural heritage with the class by dressing up, learning a song or story, or special food. Because of our diverse heritage students will have the opportunity to share with their classmates’ aspects of their culture from a range of diverse cultures.

Preview and Review is an important component of the framework of public Waldorf education as there is a definite and determined time allowed for both **Previewing** and **Reviewing** in every main lesson. For instance, after rhythmic work, students engage in review of content learned the day prior. During this time, through dialogue and interaction the teacher will draw out and elicit a deeper understanding of material and concepts acquired the previous day. Often, the students display a sense of “Ah Ha!” after having sufficient time to digest and internalize the previous day’s content. Only after the teacher is sufficiently satisfied that the students have acquired the concepts will they move to the “New” stage or **“Preview”** stage. During this time, visuals, stories, games, and the other methods described in this narrative are used to introduce students to new concepts. This stage does not yet concretely identify the new concepts for the students as it is the goal of the teacher that the students discover them on their own through experiential activities and work. Some may quickly grasp the new material while others over the course of the next day or days will begin to concretely appreciate the new material that has been **Previewed** during the **Review** time of Main Lesson.

Alternative assessments are an important component of our program to help students gain confidence that supports further learning and ELD. Ways instructors will do this is by **providing a version of tests with simplified language, extra time to complete tests, and/or reading test questions aloud for students**. Teachers will also **simplify directions** for main lesson work, **provide matching activities, allow students to respond orally rather than in written form, and use portfolios** in the form of main lesson books to **authentically assess student progress**.

In addition to the above strategies, the following will also be incorporated to support EL High School Students

<p>Checking students’ comprehension of the content</p> <ul style="list-style-type: none"> ● Use sentence strips ● Set up dialogue journals between teacher and student ● Use student reading log ● Use Cloze exercises ● Write summaries ● Encourage students to write headlines 	<ul style="list-style-type: none"> ● Helping EL students adjust to the classroom ● State/display language, content and metacognitive objectives ● List instructions / process steps and review orally ● Present information in varied ways (oral, written, demonstrations, with tangible objects) ● Frequently summarize key points ● Repeat and paraphrase important terms ● Have students maintain notebooks
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<ul style="list-style-type: none"> • Write character diaries • Have students present information with illustrations, comic strips, or other visual representations 	<ul style="list-style-type: none"> • Allow students to provide answers and explain processes instead of you telling them logs for metacognitive strategies
<p>Adjusting teaching style:</p> <ul style="list-style-type: none"> • Develop a student centered approach • Increase the percentage of inferential and higher order thinking questions • Provide correction for language errors by modeling, not overt correction • Incorporate peer tutoring • Use the Writing Process • Use questionnaires / interviews 	<p>Motivating students and providing background knowledge</p> <ul style="list-style-type: none"> • Use Semantic Webbing and graphic organizers • Use Anticipation Reaction Guides • Have students brainstorm, then record responses on chalkboard before starting lessons • Use maps, photos, and manipulatives • Do activities where students can interact and move around • Do demonstrations • Provide students with outlines of lessons and questions that will be asked beforehand, so they have an opportunity to process information and participate more readily

In its comprehensive nature, education that is based on the Core Principles of Public Waldorf Education is an example of a program that asks teachers to use the methods described in this section for all students and so the classroom environment is conducive to ELD for ELs equally. Research has indicated that before age thirteen exposure to more than one language should be recognized as learning more than one first language and not in degrees of first, second, third languages. All students, including ELs will also benefit from class time devoted to instruction in at least one other world language, most likely Spanish, but also perhaps Mandarin (if the budget permits). Also, SCCCS II will provide an afterschool tutoring program, if necessary, specifically designed to assist ELs in their English Language Development.

Developing student competencies are challenged by tasks that engage them with real issues and students are expected to challenge their own and others’ thinking in discussions, presentations, and debates. Projects that serve communities both locally and globally will be a cornerstone of our program at Sycamore Creek Community Creek Charter School and promote student responsibility for improving the world they inhabit.

In addition to the major program design features at Sycamore Creek Community Creek Charter School II that support students who are English learners, teachers at Sycamore Creek Community Creek Charter School II will employ the following specific strategies in their classrooms:

- 1) Vocabulary and Language Development
 - i) Teachers introduce new concepts by discussing vocabulary words key to that concept.
 - ii) Teachers build on student’s background knowledge and cultural background.
 - iii) Classrooms reflect a language rich environment (i.e., language charts, shared reading and writing experiences, other writing displayed throughout the room and used daily by students).
- 2) Guided Interaction (collaborative learning)

- i) Teachers structure lessons so students work together to understand what they read— by listening, speaking, reading, and writing collaboratively about the academic concepts in the text.
 - ii) Teachers provide students with opportunities to negotiate meaning from language and text and to work in cooperative pairs or groups to develop problem-solving and social skills.
 - iii) Teachers group students flexibly, at times working in heterogeneous groups and at times not.
- 3) Metacognition and Authentic Assessment
- i) Rather than having students simply memorize information, teachers’ model and explicitly teach thinking skills (metacognition) crucial to learning new concepts.
 - ii) Teachers use a variety of activities to check for student understanding, acknowledging that students learning a second language need a variety of ways to demonstrate their understanding of concepts that are not wholly reliant on advanced language skills.
 - iii) Teachers “make thinking public,” the metacognitive aspect of teachers and students modeling how an answer was arrived at, not merely what the correct answer was.
- 4) Explicit Instruction
- i) Teachers utilize direct teaching methods to teach concepts, academic language, reading comprehension strategies, text patterns, vocabulary, writing patterns, and decoding skills needed to complete classroom tasks.
- 5) Meaning-Based Context and Universal Themes
- i) Teachers incorporate meaningful references from the students’ everyday lives and use them as springboards to interest them in academic concepts.
 - ii) Teachers create classroom environments that provide authentic opportunities for use of academic language.
 - iii) Teachers provide students with opportunities to activate and focus prior knowledge via inquiry charts, brainstorming, and clustering.
- 6) Modeling, Graphic Organizers, and Visuals
- i) Teachers regularly utilize a variety of visual aids, graphic organizers (such as *Thinking Maps*), pictures, diagrams, summaries, and charts to help English learners easily recognize essential information and its relationship to supporting ideas.

Integrated and Designated ELD Instruction

Because the Waldorf pedagogical approach and curriculum is already saturated with SIOP methodologies, and because children generally learn best with their peers, we expect that most EL learners will engage in Integrated ELD instruction at Sycamore Creek Community Creek Charter School.

Integrated ED Instruction: Additional ELD instruction will occur in the general classroom environment throughout the school day. Integrated ELD instruction will occur in every subject area by every Sycamore Creek Community Creek Charter School teacher who has an EL student in the classroom. The CA ELD Standards will be used in tandem with the CA CCSS for ELA/Literacy and other content standards to ensure students strengthen their abilities to use academic English as they learn content through English.

Designated ED Instruction: If in the event that teachers decide in collaboration with parents and the EL Coordinator that a student is a good candidate for designated learning, those EL students will participate

in small group instruction with targeted interventions for EL students, utilizing the ELD Standards-aligned Lexia curriculum which will be provided by credentialed teachers. Candidates for designated learning will be identified by class teachers and evaluated with the parents and EL Coordinator for this pull-out curriculum on a case-by-case basis.

English Learner Evaluation

Sycamore Creek Community Charter School is committed to monitoring the implementation of its EL policies, programs, and services, and to evaluating their implementation as well as their effectiveness in order to continuously improve them and hold itself accountable for outcomes.

At the beginning of each school year, teachers will evaluate student progress along the ELD Proficiency Level Continuum for each of their English Learners by looking at the ELPAC scores, end of year assessments, beginning of year assessments, CAASPP results to see level appropriateness, or other information for progress monitoring, such as NWEA or writing samples. Teachers will use this information to continuously monitor each English Learner's ability to achieve growth and progress through their proficiency level on the grade-level standards. Every grading period, teachers evaluate the recorded evidence from the ELD Monitoring Tracker and evaluate student's progress with respect to their Proficiency Level Descriptors for the CA ELD Standards. The progress of English Learners moving to the next level throughout the school year will be used to evaluate the EL program. Additionally, the school will look at the number of English Learners meeting the criteria to be reclassified as fluent English proficient (RFEP).

The results of this evaluation will be used to improve the EL program each year. Any grade-level standards or coursework that were particularly difficult for English Learners to master will be identified. The instructional and assessment methodologies for these standards will be addressed to improve the likelihood of English Learners achieving these standards the following year. In addition, any of the individual criteria for reclassification that is a barrier to reclassifying English Learners as fluent English proficient will be identified and addressed. Achievement gaps in ELA and Math will be regularly analyzed and strategies for student support will be designed and implemented within strategic lessons. Regular reports to our Board of Directors on comparative EL group progress will guide next steps and support budgetary allocations as needed.

Meeting State ELD Standards And Use of The Results Of The ELPAC

Our programs to support English Learners are based on the 2012 revised CA ELD Standards. EL instruction will be grounded in the best available research on supporting ELs and guided by the CA ELD Standards. Students will be expected to advance at least 1 ELD level annually as measured by the ELPAC. Our Testing Coordinator and Lead Teacher will partner with the student's teacher to include ELD goals on students' Individualized Learning Plans. Additionally, our Lead Teacher will assess student progress towards attainment of the standards using a standards-based guide, for example, EL portfolios.

Serving Students Performing at Different ELD Levels

Students who score ELPAC scores of 1 and 2 receive may be candidates for designated ELD support. In these groups, teachers will provide specific instruction of skills that will allow the student access to the grade-level ELA standards. Targeted instruction supports the growth of our EL students in structuring cohesive texts, effectively using linguistic structures to expand and enrich ideas, as well as strategically connecting and condensing ideas across curricular areas.

For students with less than reasonable fluency who are at ELD Levels 1-3, Sycamore Creek Community Charter School will offer a Structured English Immersion Program, consisting of the following supports:

- Standards-based instruction in all curricular areas.
- Differentiated instruction in reading, writing, math, science and social science, delivered through SIOP methodology described above, utilizing the curricular materials described in this petition.
- Primary language support to motivate, clarify, direct, and explain, is provided according to student need.

For students who are reasonably fluent in English in ELD levels 4-5 (or for students whose parents who have waived a Structured English Immersion Program for their children and requests a Mainstream English Program) the supports described above will be offered but with more strategies targeting the Bridging development level.

Monitoring and Evaluation of Program Effectiveness

SCCCS II will evaluate the effectiveness of its education program for ELs by:

- Adhering to SCCCS II-adopted academic benchmarks by language proficiency level and years in program to determine annual progress.
- Monitoring teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring student identification and placement.
- Monitoring parental program choice options.
- Monitoring availability of adequate resources.

PLAN FOR STUDENTS WITH DISABILITIES

Overview

Sycamore Creek Community Charter School II shall comply with all applicable state and federal laws in serving 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 (“ADA”) and the Individuals with Disabilities Education Improvement Act of 2004 (“IDEA”) and any other civil rights enforced by the U.S. Department of Education Office for Civil Rights (“OCR”). SCCCS II will comply with Special Education Local Plan Area (“SELPA”) guidelines, and all California laws pertaining to special education students.

SCCCS II recognizes that it holds a responsibility to enroll and support students with disabilities, and pledges to work with a SELPA to provide a free and appropriate education (“FAPE”) to all students with exceptional needs. The language in this section is to provide a reasonably comprehensive description of the special education program that will be provided by SCCCS II, in accordance with Education Code section 47505(b). This language is not meant to preclude alternative arrangements, as the specific manner in which special education and related services will be provided and funded shall be set forth in a Memorandum of Understanding (“MOU”) between SCCCS II and the chartering authority.

SELPA Affiliation

SCCCS II will apply and become an independent Local Education Agency (LEA) member in a SELPA for purposes of special education. SCCC II will make written verifiable assurances that it will become an independent LEA and, upon acceptance into a SELPA, will be an independent LEA member of that SELPA pursuant to Education Code Section 47641(a). A change in LEA status or SELPA membership shall not require a material revision of this charter.

Sycamore Creek Community Charter School II reserves the right to apply and become an independent local education agency ("LEA") member in a special education local plan area (SELPA) for purposes of special education. SCCC II will make written verifiable assurances that it will become an independent local educational agency and, upon acceptance into a SELPA, will be an independent LEA member of that SELPA pursuant to Education Code Section 47641(a).

Pursuant to 47641(a), SCCC II will assume full responsibility for providing special education and related services to eligible charter school students, in accordance with state and federal law.

SCCCS II agrees to follow policies and procedures of the SELPA in which it is a member and shall utilize SELPA forms and information systems necessary to identify and serve students who qualify for special education.

SCCCS II agrees to collaborate with the SELPA to respond to inquiries and request and provide access to information and records, as needed, and shall be responsible for maintaining confidentiality of student records. Sycamore Creek Community Charter School II will consider membership in the Los Angeles County Charter SELPA.

Upon acceptance in a SELPA, SCCC II will provide the County evidence of membership. SCCC II's application and acceptance as an independent LEA member of a SELPA shall not be considered a material revision to this charter. As an LEA member of the SELPA, SCCC II will receive state and federal revenues directly, in accordance with the SELPA's allocation plan.

Section 504 of the Rehabilitation Act

Sycamore Creek Community Charter School II recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of SCCC II. A student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for protections under Section 504.

When referring to an objectively identified disability, for purposes of Section 504, SCCC II will adhere to the following:

SCCCS II will identify students with a disability for purposes of Section 504 in compliance with applicable law. Specifically, pursuant to 34 C.F.R. section 104.35, SCCC II shall evaluate students using procedures which ensure that: (1) Tests and other evaluation materials have been validated for the specific purpose for which they are used and are administered by trained personnel in conformance with the instructions provided by their producer; (2) Tests and other evaluation materials include those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligence quotient; and (3) Tests are selected and administered so as best to ensure that, when a test is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately

reflect the student's aptitude or achievement level or whatever other factor the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills (except where those skills are the factors that the test purports to measure).

Additionally, in interpreting evaluation data and in making placement decisions, SCCCS II shall (1) draw upon information from a variety of sources, including aptitude and achievement tests, teacher recommendations, physical condition, social or cultural background, and adaptive behavior; (2) ensure that information obtained from all such sources is documented and carefully considered; (3) ensure that the placement decision is made by a group of persons, including persons knowledgeable about the child, the meaning of the evaluation data, and the placement options, and (4) ensure that the placement decision offers a free appropriate public education.

Accordingly, using the above procedures, SCCCS II shall not make eligibility determinations based on discriminatory, biased, personal, or inappropriate criteria. Instead, SCCCS II shall objectively identify students who may be eligible for Section 504 Plans using a variety of information and sources.

Assemblance of a 504 Team and Specific Protocols and Procedures

A 504 team will be assembled by the Principal and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEIA but found ineligible for special education instruction or related services under the IDEIA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team, which will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

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

The final determination of whether the student is eligible for accommodations under 504 will be made by the 504 team in writing and notice will be given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEIA, a referral for assessment under the IDEIA will be made by the 504 team.

If the student is found to be eligible for accommodation under section 504 the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the

student receives a free and appropriate public education (“FAPE”). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the Charter School’s professional staff.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents, guardians, teachers and any other participants in the student’s education, including substitutes and tutors, must have a copy of each student’s 504 Plan. The site administrator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student’s file. Each student’s 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

Services for Students under the IDEA

The following description regarding how special education and related services will be provided and funded is being proposed by Sycamore Creek Community Charter School II for the sole purpose of providing a reasonably comprehensive description of the special education program in the Charter Petition. The specific manner in which special education and related services will be provided and funded shall be set forth in a Memorandum of Understanding (“MOU”), delineating the respective responsibilities of SCCCS II and the SELPA. A copy of the MOU will be presented to the County upon execution.

SCCCS II shall provide special education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the SELPA.

SCCCS II will provide services for special education students enrolled. SCCCS II will follow SELPA policies and procedures, and shall utilize SELPA forms in seeking out, identifying, and serving students who may qualify for special education programs and services and for responding to record requests and parent complaints, and maintaining the confidentiality of pupil records.

SCCCS II agrees to promptly respond to all SELPA inquiries, to comply with reasonable SELPA directives, and to allow the SELPA access to Charter School students, staff, facilities, equipment and records as required or imposed by law.

Child Find/Identification

Upon the commencement of SCCCS II’s school year, all students will be evaluated as a means of class placement. No assessment or evaluation will be used for admission purposes. Through collaboration between the faculty and Principal, SCCCS II will work to identify any students who do not currently have an Individualized Education Program (“IEP”) but may be in need of a pre-referral intervention plan. SCCCS II will implement a multi-tiered instructional and support framework prior to referring a child for an evaluation under IDEA but shall ensure that child find identification occurs in a timely manner and that no procedures or practices result in delaying or denying this identification. SCCCS II also understands its responsibility to ensure that all children with disabilities who need special education and related services are identified, located, and evaluated, regardless of the severity of the disability. Student Study Team for that student.

Students possibly in need of special education can be screened from already available data (i.e., school tests, teacher observations, grades, etc.) regarding the student's progress or lack of progress within the general program.

For students who are identified as needing interventions, a Student Study Team composed of the student, the student's parent or guardian, the Principal, and an SCCCS II faculty member will be responsible for identifying the student's needs and developing a plan to enable that student to be successful, including, but not limited to, the appropriate individual tutoring schedule, classroom modifications, strategies and techniques to enhance that student's ability to be successful. If the Student Study Team finds that the pre-intervention plan is not sufficient to meet the student's needs, they will recommend that student for a formal special education assessment. SCCCS II may also choose to refer a student for services through the provisions of a Section 504 Plan, if appropriate.

SCCCS II will follow SELPA child-find procedures to identify all students who may require assessment to consider special education eligibility, and special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question.

SCCCS II will implement SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred for special education only after the resources of the regular education program have been considered, and where appropriate, utilized. Parents will be informed that special education and related services are provided at no cost to them.

- SCCCS II shall be solely responsible for compliance with state and federal Child Find requirements.
- SCCCS II shall implement policies and procedures of the SELPA in which it is a member to ensure timely identification and referral of students suspected of having a disability.

Interim and Initial Placements of New SCCCS II Students

If a student enrolls at SCCCS II with an existing IEP, SCCCS II will notify the SELPA (where applicable according to SELPA policies) within 5 days. An IEP meeting will be convened within 30 days to review the existing IEP, discuss the student's present levels of performance and needs, and offer an appropriate placement and services. Prior to such a meeting and pending agreement on a new IEP, SCCCS II shall work with the SELPA to implement the existing IEP at SCCCS II or as otherwise agreed by the parent/guardian.

Notification and Coordination

SCCCS II shall follow SELPA policies as they apply to all SELPA schools for responding to implementation of special education services. SCCCS II will adopt and implement policies relating to all special education issues and referrals.

Referral for Assessment

SCCCS II shall have the responsibility to identify, refer, and work cooperatively in locating SCCCS II students who have or may have exceptional needs that qualify them to receive special education services.

SCCCS II will operate as an independent LEA for special education purposes. In the event that SCCCS II receives a written request for evaluation, it will be solely responsible for working with the parent/guardian

to address the request and shall follow SELPA policies, procedures, and timelines. SCCCS II shall respond to a written request for assessment within 15 days.

If SCCCS II concludes that an assessment is appropriate, the parent/guardian will receive a written Assessment Plan within 15 days. The parent will be given at least 15 days to provide written consent to the Assessment Plan. Assessments will be done only upon receipt of written parent/guardian permission. The assessment will be completed, and an Individualized Education Program (IEP) meeting held within 60 days of receipt of the parent's/guardian's written consent for assessment.

Assessments

The term "assessments" shall have the same meaning as the term "evaluation" in the IDEIA, as provided in Section 1414, Title 20 of the United States Code. SCCCS II will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. SCCCS II shall obtain parent/guardian consent to assess SCCCS II students.

SCCCS II shall be solely responsible for conducting special education assessments deemed necessary and appropriate by SCCCS II. The Principal will be responsible for gathering all pertinent information and sharing such information with SELPA (where applicable according to SELPA policies). Information gathered will be used as tools to determine the student's disability, eligibility for services, and determining the nature and extent of required services. Assessment procedures will be conducted in the student's primary language, and an interpreter will be provided if needed. The types of assessments that may be used for determining eligibility for specialized instruction and services will include, but not limited to:

- Individual testing;
- Teacher observations;
- Interviews;
- Review of school records, reports, and work samples; and
- Parent input.

SCCCS II will follow the following assessment guidelines. If a conflict with SELPA policies and procedures exists, then SELPA policies and procedures will govern.

- Parents or guardians of any student referred for assessment must give their written consent for the school to administer the assessment;
- The assessment will be completed, and an Individualized Education Program (IEP) meeting held within 60 days of receipt of the parent's written consent for assessment;
- The student must be evaluated in all areas related to his/her suspected disability;
- Assessments must be conducted by a person with knowledge of the student's suspected disability and administered by trained and knowledgeable personnel and in accordance with any instructions provided by the producer of the assessments. Individually administered tests of intellectual or emotional functioning must be administered by a credentialed school psychologist;
- Assessments must be selected and administered so as not to be racially, culturally, or sexually discriminatory;

- Assessments will be delivered in the student's primary language, and a qualified interpreter will be provided if needed;
- Assessment tools must be used for purposes for which the assessments or measures are valid and reliable; and
- Assessments will be adapted as necessary for students with impaired sensory, physical or speaking skills; and
- A multidisciplinary team will be assembled to assess the student, including a teacher knowledgeable in the disability.

Upon completion of the assessment, an IEP team will be assembled to review the results of the assessment and determine the student's need for special education. SCCCS II, in coordination with SELPA will be responsible for scheduling, coordinating and facilitating the IEP meeting. Educators qualified to interpret test results will present the assessment data at the IEP meeting. Parents will be provided with written notice of the IEP meeting, and the meeting will be held at a mutually agreeable time and place.

Special Education Strategies for Instruction and Services

SCCCS II will comply with the federal mandate of the "least restrictive environment", meaning that the school will make every attempt to educate special education students along with their non-disabled peers. SCCCS II will mainstream all of its students as much as is appropriate according to each individual IEP, offering a comprehensive inclusion program that includes specialized individual tutoring through SCCCS II's extended day and year. Each student's IEP requires different kinds of accommodations and/or modifications for instruction and services, therefore the educational strategies of the IEP will be built around the student's needs and how these fit within the general educational program of the school. The instruction outlined in each student's IEP will be delivered by qualified personnel.

IEP Development and Implementation

SCCCS II staff and faculty will understand that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team, pursuant to the IEP process. Programs, services and placements shall be provided to all eligible SCCCS II students in accordance with the policies, procedures and requirements of the SELPA and State and Federal law.

SCCCS II shall be responsible for all school site implementation of the IEP. As part of this responsibility, SCCCS II shall provide parents with timely reports on the student's progress as provided in the student's IEP at least as frequently as report cards are provided for SCCCS II's non-special education students. SCCCS II shall also provide all home-school coordination and information exchange. SCCCS II shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology.

Every student who is assessed by the school will have an IEP that documents assessment results and eligibility determination for special education services.

SCCCS II, in collaboration with SELPA, will ensure that all aspects of the IEP and school site implementation are maintained. SCCCS II will provide accommodations and modifications (outlined within each individual's IEP) in the general education environment taught by the general education teacher. Students at SCCCS II who have IEPs will be served in the Least Restrictive Environment (LRE).

Each student who has an IEP will have an IEP team that oversees the IEP development, implementation and progress of the student. All decisions concerning the special education programs and services to be provided to a student with a disability are to be made by the IEP team. The IEP team must include all the following members:

- The parent or guardian of the student for whom the IEP was developed;
- The Student, if appropriate
- The Executive Director, Principal or other appropriate Administrative Designee;
- At least one special education teacher;
- A General Education teacher who is familiar with the curriculum appropriate to that student, if the student is, or may be, participating in the general education environment;
- ASELPA Special Education Representative (should SELPA policies dictate)
- If the child was recently assessed, the individual who conducted the assessment or who is qualified to interpret the assessment results;

Others familiar with the student may be invited as needed. SCCCS II views the parent as a key stakeholder in these meetings and will make every effort to accommodate parents' schedules and needs so that they will be able to participate effectively on the IEP team. The school will provide an interpreter if necessary to ensure that all parents and/or guardians understand and can participate in the IEP process. If a parent cannot attend the IEP meeting, the SCCCS II will ensure his/her participation using other methods, such as conferencing by telephone or video conferencing.

A copy of the IEP will be given to the parent in accordance with state laws and SELPA policies. Upon the parent or guardian's written consent, the IEP will be implemented by SCCCS II, in cooperation with SELPA in which SCCCS II is a member.

The IEP will include all required components and be written on SELPA forms.

The student's IEP will include the following:

- A statement of the student's present levels of academic achievement and functional performance;
- The rationale for placement decisions;
- The services the student will receive and the means for delivering those services;
- A description of when services will begin, how often the student will receive them, who will provide them, and where they will be delivered;
- Measurable annual goals and short-term objectives focusing on the student's current level of performance;
- A description of how the student's progress toward meeting the annual goals will be measured and monitored and when reports will be provided; and
- Accommodations necessary to measure the academic achievement and functional performance of the pupil on state and district assessments;
- IEP goals and services will be linguistically appropriate, as per Ed. Code Section 56345 (b).

IEP Meetings

SCCCS II shall arrange and notify the necessary Individualized Education Program (“IEP”) meetings. IEP team membership shall be in compliance with state and federal law. SCCCS II shall be responsible for having the following individuals in attendance at the IEP meetings: the Principal and/or SCCCS II’s designated representative with appropriate administrative authority, as required by the IDEIA; the student’s special education teacher; the student’s general education teacher if the student is or may be in a regular education classroom; the student, if appropriate; and other SCCCS II representatives who are knowledgeable about the regular education program at SCCCS II and/or about the student. SCCCS II shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEIA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide notice of parental rights.

IEP meetings will be held according to the following schedule:

- Yearly to review the student’s progress and make any necessary changes;
- Every three years to review the results of a mandatory comprehensive reevaluation of the student’s progress;
- After the student has received a formal assessment or reassessment;
- When a parent or teacher feels that the student has demonstrated significant educational growth or a lack of anticipated progress (consistent with state and federal law, IEP meetings will be held within 30 days of a parent’s request);
- When an Individual Transition Plan is (ITP) required at the appropriate age; When SCCCS II seeks to suspend or remove the student for a period of 10 days or more for the same behavior, in order to determine if the student’s misconduct was a manifestation of his/her disability. This standard complies with OCR guidance regarding discipline of students with disabilities and manifestation determination meetings for behavior issues. Section 504 disabled students are subject to the same disciplinary action as a non-disabled student, provided that the student’s behavior is not a manifestation of his or her qualifying disability. A 504 team will conduct a manifestation determination whenever a disabled child is subject to out-of-school suspension for 10 consecutive school days or more. If it is so, then a review of the 504 plan will be conducted and changes will be made if deemed appropriate.

IEP Review

The IEP team will formally review the student's IEP at least once a year to determine how the IEP is meeting his/her needs. In accordance with IDEA regulations, the IEP team will also conduct a formal review of the IEP once every three years, in which the student is reassessed, and the IEP is reviewed as part of an overall comprehensive reevaluation of the student's progress.

SCCCS II shall be responsible for conducting IEP reviews and determining necessary supports, services, placements, in accordance with SELPA policies and all applicable laws.

Unless otherwise specified on the student's IEP, parents will be informed two to three times a year (which is the same frequency (by trimester for grades TK-8th and by semester for grades 9-12) as progress is reported to all students and parents) of the student's progress toward meeting annual goals and whether the student is expected to meet his/her annual goals. The Goals and Objectives section of the IEP will be an attachment to the general progress report. This will serve to document the method by which the student's progress toward achieving the annual goal is measured, the student's progress during the relevant period, the extent to which it is anticipated the student will achieve the annual goal prior to the next annual review, and where needed, the reasons the student did not meet the goal.

If a parent/guardian or faculty member feels the student's educational needs are not being met, they may request a reassessment or a review of the IEP by the IEP team at any time during the year via written notice to the school. Once the request is received, SCCCS II will have thirty days, not including school vacations greater than five days, to hold the IEP meeting.

Interim and Initial Placements of New Charter School Students

SCCCS II shall comply with Education Code Section 56325 with regard to students transferring into the SCCCS II within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in SCCCS II from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, SCCCS II shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time SCCCS II shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law.

In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into SCCCS II from a district operated program under the same special education local plan area of SCCCS II within the same academic year, SCCCS II shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and the SCCCS II agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

For students transferring to SCCCS II with an IEP from outside of California during the same academic year, SCCCS II shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until SCCCS II conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by SCCCS II, and develops a new IEP, if appropriate, that is consistent with federal and state law.

Staffing

SCCCS II is committed to assuring all IEPs are properly implemented and all students requiring services are adequately taken care of.

All special education services at SCCCS II will be delivered by individuals and/or agencies qualified to provide special education services as required by the California Education Code and the IDEIA and in accordance with all applicable laws, regulations, and SELPA policies. Charter School staff shall participate in r SELPA in-service training relating to special education.

SCCCS II will be responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists. SCCCS II shall ensure that all special education staff hired or contracted by SCCCS II is qualified pursuant to SELPA policies, as well as meet all legal requirements. SCCCS II shall be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to SCCCS II students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

The principal and/or Executive Director of SCCCS II, will be the primary SCCCS II representative tasked with assuring that all aspects of the IEP and any possible 504 plans are properly implemented. All teaching staff at SCCCS II will also be involved in assuring that all IEPs and 504 plans are properly implemented.

Because it is the goal for SCCCS II to hire a full time Special Education Manager, SCCCS II plans to employ an individual with the following duties:

- Ensure that all aspects of the IEP are followed;
- Arrange for the teacher of the student to attend the team meetings;
- Communicate with parents about progress made toward attaining the goals stated on the student's IEP, and inform them of due process procedures and rights;
- Consult quarterly with the Executive Director and/or Principal to ensure that the objectives and goals of students with IEP's are being met;
- Complete the requisite paperwork, updating and filing of necessary information for initial referrals, triennial evaluations, ongoing monitoring of student progress, and appropriate provision of any/all test modifications as stipulated in the IEP;
- Maintain a central file with all special education evaluation material and IEPs in accordance with FERPA and IDEA guidelines; and
- Provide a report of student progress on the same schedule as students in general education

SCCCS II also reserves the right to contract with service providers outside of the County when appropriate.

Professional Development for SCCCS II Staff

SCCCS II's Executive Director, Principal, regular teaching staff, as well as other appropriate faculty and staff members will attend professional development and/or training meetings necessary to comply with state and federal special education laws, including those sponsored by the SELPA.

SCCCS II also intends to seek professional development opportunities for staff through potential MTSS related trainings facilitated by the Orange County Office of Education, CDE, colleges and universities, and private companies or agencies.

Reporting

SCCCS II, will collect and maintain the following information on disabled students as required by IDEA:

- A calculation of all school-age students with disabilities being provided special education services by age, grade, category of disability and the number of students with disabilities who are English Learners;
- The number of students provided with test modifications and the types and the number of students exempted from assessments;
- The settings in which students with disabilities receive their services, specifically including the portion of the school day they receive services with non-disabled peers and time away from the regular classroom;
- The number of students with disabilities suspended "in-school" and out of school, organized by disability and length of suspensions; and
- The basis of exit from SCCC II of students with disabilities (i.e., attainment of diploma and type, declassified, moved, etc.).

All necessary procedures and practices to ensure confidentiality and accurate/timely reporting will be the responsibility of SCCC II's Principal. The Principal will ensure that a central file with all special education evaluation material and IEPs is maintained and that this file is locked and confidential, in accordance with IDEA guidelines. The Principal will oversee access to these records and will be responsible for ensuring that all providers responsible for the implementation of a student's IEP will have access to a copy of the IEP and will be informed of their specific responsibilities in implementing the IEP.

Non-discrimination

It is understood and agreed that all children will have access to Sycamore Creek Community Charter School II and no student shall be denied admission nor counseled out of SCCC II due to the nature, extent, or severity of his/her disability or due to the student's request for, or actual need for, special education services.

Procedural Safeguards

Parents or guardians of students with an IEP at SCCC II must give written consent for the evaluation and placement of their child, be included in the decision-making process when change in placement is under consideration, and be invited, along with teachers, to conferences and meetings to develop their child's IEP.

Any concerns or disagreements raised by parents will be acknowledged by the school within five days, after which a meeting between the parent and school will be scheduled to seek resolution of the disagreement. If a disagreement or concern persists, parents or guardians have the right to initiate a due process hearing to challenge a decision regarding the identification, evaluation, or educational placement and services of their child.

SCCCS II will provide the parent with a written Notice of Procedural Safeguards, which will include information on the procedure to initiate both formal and informal dispute resolutions, at least once per year. SCCC II will utilize the Notice of Procedural Safeguards used by the SELPA in which it is a member.

Parent/Guardian Concerns and Complaints

SCCCS II shall adopt policies for responding to parental concerns or complaints related to special education services. SCCC II shall receive any concerns raised by parents/guardians regarding related services and rights. Specifically, SCCC II will follow the opinions of the U.S. Office for Civil Rights and Office of Special Education Programs, which state that students with Section 504 plans shall be provided a manifestation determination review before a significant change in placement or expulsion occurs. (OCR Staff Memorandum, 16 LRP 1185 (Nov. 13, 1989); OSEP Memorandum 95-16, 22 LRP 3261 (April 26, 1995).) Accordingly, SCCC II will follow the same disciplinary procedures for students with Section 504 plans as outlined in the IDEA for students with IEPs, in terms of convening a manifestation determination review hearing, the determinations the manifestation determination review team is required to make, resulting actions if the team determines the behavior is or is not a manifestation of the student's disability, and associated applicable timelines. Any student or parent/guardian of a student with a Section 504 plan with a complaint regarding discipline of the student, or any aspect of the Section 504 student's free appropriate public education, may follow up with SCCC II's Section 504 Coordinator and request a hearing, appeal the manifestation determination, and/or file a complaint under our Uniform Complaint Procedures ("UCP") policy. These procedures will all be outlined in our legally mandated Section 504 Policy, Procedures, and Parent Rights.

SCCCS II's designated representative shall investigate as necessary, respond to, and address the parent/guardian concern or complaint.

Parents or guardians also have the right to file a complaint with OCDE and/or California State Department of Education if they believe that the school has violated federal or state laws or regulations governing special education.

Dispute Resolution

In the event that a parent/guardian files a request for a due process hearing or request for mediation, SCCC II shall work together with the SELPA to defend the case, so long as SCCC II operates as its own LEA for special education purposes. In the event that SCCC II determines that legal representation is needed, SCCC II agrees that it shall be represented by legal counsel of its choosing.

Due Process Hearings

SCCCS II may initiate a due process hearing or request for mediation with respect to a student enrolled in SCCC II if it determines such action is legally necessary or advisable. In the event that the parents/guardians file for a due process hearing, or request mediation, SCCC II shall defend the case.

Funding

SCCCS II understands that it will be subject to the allocation plan of the SELPA.

LCFF Compliance

In accordance with the LCFF, Sycamore Creek Community Charter School II will comply with all elements of the LCAP, including the adoption of any templates required by the State Board of Education, and reserves the right to amend school-specific goals, and/or establish additional goals. In Element 2 under “Goals, Actions and Measurable Outcomes Aligned with the Eight State Priorities” of our charter we provide a description of SCCCS II’s annual goals to achieve the Eight State Priorities, both schoolwide and for all student subgroups (described in Education Code Section 52060(d), and specific annual actions to achieve those goals, in accordance with Education Code Section 47605.6(b)(5)(A)(ii). SCCCS II shall submit the LCAP to OCDE and the County Superintendent of School annually on or before July 1, as required by Education Code Section 47604.33.

SERVING HIGH SCHOOL STUDENTS

SCCCS’ educational program ensure students graduate from high school, are well-prepared for trade school, career, community college, or a four-year university. The SCCCS II program makes certain that students acquire the number and type of credits required and recommended by the University of California (“UC”) and California State University (“CSU”) systems. Furthermore, SCCCS II will seek an agreement with both the UC and CSU systems to ensure the development of courses that meet the entrance requirements of both systems. In the long-term, the administration and board of SCCCS II will seek continued communication with officials of universities and local high schools about the development of acceptable courses.

Transferability of Course Work

During the initial enrollment process, Orientation, and through individual meetings with the school counselor, students, and parents/guardians, SCCCS II will inform parents/guardians about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. If a student is transferring into or out of SCCCS II and the transfer might result in the inability to obtain the credits needed to graduate, SCCCS II will advise their parents/guardians about credit recovery options and what is required to meet graduation requirements. SCCCS II will explain which course requirements the student is missing and suggest avenues by which the necessary credits can be obtained.

WASC Accreditation

Upon the approval of its petition, SCCCS II will begin the process of seeking and obtaining an initial accreditation from the Western Association of Schools and Colleges (“WASC”), followed by a full six-year term of accreditation. SCCCS II will complete its first year of accreditation before the first graduating class begins its Senior year. SCCCS II will inform parents of the status of its accreditation efforts and its impact on the transferability of courses in its student handbook, during the initial enrollment process, Orientation, and through individual meetings with the school counselor, students, and parents/guardians.

SCCCS II has developed a comprehensive course list which contains rigorous academic courses including Main Lessons and Block Schedule.

Table 7: Comprehensive Course List

Subject Area	Grade 9	Grade 10	Grade 11	Grade 12
English 55 credits	English 9 A/B (A-G & HS Grad Req.)	English 10 A/B (A-G & HS Grad Req.)	English 11 A/B (A-G & HS Grad Req.)	English 12 A/B (A-G & HS Grad Req.)
Taken in Main Lesson	English Comedy and Tragedy	English Homer's The Odyssey	English Sacred Literature	English History of Consciousness
Taken in Main Lesson	English Novel		English Shakespearean Drama	Senior Portfolio
Mathematics 45 credits	Algebra I A/B (A-G & HS Grad Req.)	Geometry A/B (A-G & HS Grad Req.)	Algebra II A/B (A-G & HS Grad Req.)	Precalculus A/B (G)
	Geometry A/B (A-G & HS Grad Req.)	Algebra II A/B (A-G & HS Grad Req.)	Precalculus A/B (A-G & HS Grad Req.)	Calculus A/B (G)
	Algebra II A/B (A-G & HS Grad Req.)	Precalculus A/B (A-G & HS Grad Req.)	Calculus A/B (A-G & HS Grad Req.)	Business Math (G)
Taken in Main Lesson	Mathematics Number Theory: Permutations and Combinations	Mathematics Projective Geometry		
Science 40 credits (30 recommended)	Biology 1A (A-G & HS Grad Req.)	Biology 2A (A-G & HS Grad Req.)	Biology 1B (A-G & HS Grad Req.)	Biology 2B (A-G & HS Grad Req.)
Taken in Main Lesson	Chemistry 1A (A-G & HS Grad Req.)	Chemistry 2A (A-G & HS Grad Req.)	Chemistry 1B (A-G & HS Grad Req.)	Chemistry 2B (A-G & HS Grad Req.)
Taken in Main Lesson	Physics 1A (A-G & HS Grad Req.)	Physics 2A (A-G & HS Grad Req.)	Physics 1B (A-G & HS Grad Req.)	Physics 2B (A-G & HS Grad Req.)
Taken in Main Lesson	Environmental Science 1A (A-G & HS Grad Req.)	Environmental Science 2A (A-G & HS Grad Req.)	Environmental Science 1B	Environmental Science 2B
Social Science 37.55 credits		World History A/B (A-G & HS Grad Req.) Taken in Main Lesson	U.S. History A/B (A-G & HS Grad Req.)	Government A (G & HS Grad Req.) Economics B (G & HS Grad Req.)
Taken in Main Lesson		Social Science Global Economics	Social Science Ethnic Studies	Social Science Ethnic Studies
World Language 40 credits	Spanish I A/B (A-G & HS Grad Req.)	Spanish II A/B (A-G & HS Grad Req.)	Spanish III A/B (A-G & HS Grad Req.)	Spanish IV A/B (G & HS Grad Req.)
	Spanish II A/B (A-G & HS Grad Req.)	Spanish III A/B (A-G & HS Grad Req.)	Spanish IV A/B (G & HS Grad Req.)	
If budget allows	Mandarin I A/B (A-G & HS Grad Req.)	Mandarin II A/B (A-G & HS Grad Req.)	Mandarin III A/B (A-G & HS Grad Req.)	Mandarin IV A/B (G & HS Grad Req.)
Aesthetics Credits 10 Credits Taken in Main Lesson	Aesthetics 1A History through Art	Aesthetics 2A Poetics	Aesthetics 1B History through Music	Aesthetics 2B History through Architecture
Physical Education	Physical Education and Health A/B (HS Grad Req.)	Physical Education and Health A/B (HS Grad Req.)	Eurhythmy A/B	Eurhythmy A/B

SYCAMORE CREEK COMMUNITY CHARTER SCHOOL II, A COUNTYWIDE BENEFIT CHARTER SCHOOL

40 credits Health 5 credits				
Visual and Practical Arts (CTE) 40 credits	Visual and Practical Arts Rotation 9 (A-G & HS Grad Req.)	Visual and Practical Arts Rotation 10 (A-G & HS Grad Req.)	Visual and Practical Arts Rotation 11 (A-G & HS Grad Req.)	Visual and Practical Arts Rotation 12 (A-G & HS Grad Req.)
Performing Arts 40 credits	Introduction to Music (A-G & HS Grad Req.)	Introduction to Music (A-G & HS Grad Req.)	Introduction to Music (A-G & HS Grad Req.)	Introduction to Music (A-G & HS Grad Req.)
	Choral Ensemble (A-G & HS Grad Req.)	Choral Ensemble (A-G & HS Grad Req.)	Choral Ensemble (A-G & HS Grad Req.)	Choral Ensemble (A-G & HS Grad Req.)
	Chamber Ensemble (A-G & HS Grad Req.)	Chamber Ensemble (A-G & HS Grad Req.)	Chamber Ensemble (A-G & HS Grad Req.)	Chamber Ensemble (A-G & HS Grad Req.)
	Percussion Ensemble (A-G & HS Grad Req.)	Percussion Ensemble (A-G & HS Grad Req.)	Percussion Ensemble (A-G & HS Grad Req.)	Percussion Ensemble (A-G & HS Grad Req.)

Examples of select course descriptions are in the appendices.

Main Lessons for the High School

Grade 9	Grade 10	Grade 11	Grade 12
Biology Anatomy and Physiology	Biology Cellular Biology	Biology Genetics, Botany, Ecology	Biology Zoology Evolution
Chemistry Organic Chemistry	Chemistry Inorganic Chemistry	Chemistry Elements and Matter	Chemistry Biochemistry
Physics Thermodynamics	Physics Mechanics	Physics Electricity and Magnetism	Physics Light and Optics
Environmental Science Geology	Environmental Science Oceanography	Environmental Science Astronomy	Environmental Science Conservation, Resources, and Sustainability
Aesthetics History through Art	Aesthetics Poetics	Aesthetics History through Music	Aesthetics History through Architecture
English Comedy and Tragedy	English Homer's The Odyssey	English Sacred Literature	English History of Consciousness
English Novel	Social Science Global Economics	English Shakespearean Drama	Senior Portfolio
Mathematics Number Theory: Permutations and Combinations	Mathematics Projective Geometry	Social Science Ethnic Studies	Social Science Ethnic Studies
World History 1A Ancient Civilizations	World History 2A Ancient Greece/Rome	World History 1B Medieval and Beyond	World History 2B Modern World History

Visual and Practical Art (Specialties: Garden, Visual Art, Woodworking, Metal) Rotations by Grade

	Grade 9	Grade 10	Grade 11	Grade 12
Quarter 1	Farming	Herbalism/Clay	Horticulture/ Botanical Arts	Sustainable Agriculture
Quarter 2	Black/White Drawing/Calligraphy/Print Making	Color Theory	Acrylic Paint	Ceramics
Quarter 3	Woodworking	Woodworking	Carpentry	Cabinetry
Quarter 4	Jewelry Making	Metal Arts	Textile Arts*	Art Portfolio

*Other options as budget and teacher credentialing allows. May include glassblowing, welding, puppetry arts, and culinary arts.

High School Graduation Requirements

SUBJECT CATEGORY	CA High School Graduation Requirements 210 credits	UC A-G Requirements 210 credits	SCCS II Graduation Requirements 240 credits
English	30 credits	40 credits	40 credits
English 9 A/B	10 Credits	10 Credits	10 Credits
English 10 A/B	10 Credits	10 Credits	10 Credits
English 11 A/B	10 Credits	10 Credits	10 Credits
English 12 A/B		10 Credits	10 Credits
Mathematics	20 credits	30 credits (must include Algebra II)	30 credits (must include Algebra II) (40 recommended)
Algebra I A/B	10 credits	10 credits	10 credits
Geometry A/B	10 credits	10 credits-Geometry A/B	10 credits-Geometry A/B
Algebra II A/B		10 credits-Algebra II A/B	10 credits-Algebra II A/B
Precalculus A/B		10 credits	10 credits

SYCAMORE CREEK COMMUNITY CHARTER SCHOOL II, A COUNTYWIDE BENEFIT CHARTER SCHOOL

Calculus A/B		10 credits	10 credits
Business Math		10 credits	10 credits
Social Science	30 credits	20 credits (30 recommended)	30 credits
World History A/B	10 credits	10 credits	10 credits
US History A/B	10 credits	10 credits	10 credits
US Government A/B	5 credits	5 credits	5 credits
Economics A/B	5 credits	5 credits	5 credits
Ethnic Studies			5 Credits
Ethnic Studies			5 credits
Science	20 credits	20 credits (30 recommended)	30 credits (40 recommended)
Biology A/B	10 credits	10 credits –Biology Lab	10 credits –Biology Lab
Chemistry A/B		10 credits-Chemistry Lab	10 credits-Chemistry Lab
Physics A/B	10 credits	10 credits-Physics	10 credits-Physics Lab
Environmental Science A/B			10 credits – Environmental Science
Physical Education Including Health	20 credits	20 credits 5 credits	20 credits

World Language	10 credits One year of either visual and performing arts, Foreign (World) Language, or career technical education.	20 credits (30 recommended) Two years same Foreign (World) Language	30 credits Three years of the same Foreign (World) Language (40 Recommended)
Spanish I A/B		10 credits	10 credits
Spanish II A/B		10 credits	10 credits
Spanish III A/B		10 credits	10 credits
Spanish IV A/B		10 credits	10 credits
Mandarin I A/B		10 credits	10 credits
Mandarin II A/B		10 credits	10 credits
Mandarin III A/B		10 credits	10 credits
Mandarin IV A/B		10 credits	10 credits
Visual and Performing Arts	10 credits One year of either visual/practical and performing arts, foreign (world) language, or career technical education.	10 credits One year of visual/practical and performing arts.	60 credits Three years of visual/practical and performing arts. (Four years recommended)

Art 9 Rotation A/B		10 credits	10 credits
Art 10 Rotation A/B		10 credits	10 credits
Art 11 Rotation A/B			10 credits
Art 12 Rotation A/B			10 credits
Intro to Music A/B			10 credits
Choral Ensemble A/B			10 credits
Chamber Ensemble A/B			10 credits
Percussion Ensemble A/B			10 credits
Career Technical Education	10 credits One year of either visual and performing arts, foreign (world) language, or career technical education.	10 credits One year of either visual and performing arts, foreign (world) language, or career technical education.	0 credits (Included in the expectation of visual and performing arts and foreign (world) language.

College Preparatory Elective	Not Applicable	25 credits One year (or two semesters) of a course approved specifically in the “g” subject area, including courses that combine any of the “a-f” subject areas in an interdisciplinary fashion; or One year (or two semesters) of an additional approved “a-f” course beyond the minimum required for that subject area.	25 credits One year (or two semesters) of a course approved specifically in the “g” subject area, including courses that combine any of the “a-f” subject areas in an interdisciplinary fashion; or One year (or two semesters) of an additional approved “a-f” course beyond the minimum required for that subject area.
Other			Main Lesson Completion of Main Lessons
TOTAL CREDITS	130	210	240

College Advisement

SCCCS II is committed to students completing the TK-8 program and satisfying high school requirements meaning that students will have met the exit outcomes and will have completed a high-quality public Waldorf education. The key exit outcomes for students, consistent with the Charter School mission and vision, is to develop students’ capacities with a pedagogy based on the Core Principles of Public Waldorf Education that fosters independent thinking, a willingness to face challenges, and a commitment to the world and the people in it. Upon graduation, students will fulfill the mission and will demonstrate the ability to think critically and independently while recognizing humanity’s interdependence with the local and global community; strive to control the outcome of their educational goals; stay committed to engaging the people, places, and learning opportunities around them in order to direct their intellectual, physical, and emotional growth; value differences in others by responding with empathy; and see challenges as a natural part of life and an opportunity for growth. By completing graduation requirements, i.e., exit outcomes, students will have had access to a broad course of study meeting the Core Principles of Public Waldorf Education, passed courses demonstrating subject matter mastery, and be prepared to enter and succeed at a University of California campus. High School students will meet with a counselor beginning in grade 9 and in every year thereafter to plan their courses, to ensure progress toward meeting the University of California (“UC”) a-g requirements, to address challenges of social emotional well-being or academic success through wraparound services if needed, and to prepare for college or career. In grade

11, students and parents/guardians will receive information on how to complete and submit a FAFSA form or California Dream Act application in both large groups and one-on-one formats. Workshops will be held with students and parents/guardians to provide support through the entire college application process. Students will be provided with support and information about scholarships which pertain to them. Students will have opportunities to visit both public and private colleges throughout the region each year. Students will receive assistance in writing their college essays with the help of teachers, staff, and counselors at SCCCS II. Students will complete self-assessments, explore interests, and conduct college research to find a college and career pathway that is the “best fit” for them. In addition, SCCCS II’s college counselor will work together with teachers and administrators to advise students on college and career options. If a student is credit deficient, the counselor, administrator, student, and parent/guardian will meet to develop a plan to recover the credits. SCCCS II will offer an online credit recovery program for identified students. Summer school will be offered as the budget allows. For students who transfer into SCCCS II after grade 9, the credits the student is missing based on the increased number of credits required per year at the Charter School, the graduation requirements will be prorated for that student for their remaining time at SCCCS II. If a transfer student is credit deficient, it will need to be determined through a meeting of the counselor, administrator, student, and parent/guardian if there is enough time for the student to recover the credits and complete the prorated graduation requirements in time for graduation. SCCCS II will work with a student’s IEP team to determine the Promotion Criteria that will be used in the event that a student with a disability is unable to meet the Charter School’s graduation requirements. The IEP team may determine to award a Certificate of Completion or to lower the number of credits required for a diploma for that particular student assuming the student meets the minimum state course requirements.

ELEMENT 2: MEASURABLE STUDENT OUTCOMES

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 school-wide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) 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 47605.6(b)(5)(B).

GOALS, ACTIONS AND MEASURABLE OUTCOMES ALIGNED WITH THE EIGHT STATE PRIORITIES

Pursuant to Education Code Sections 47605.6(b)(5)(A)(ii) and 47605.6(b)(5)(B), the SCCCS II has established goals, actions, and measurable outcomes both schoolwide and for each subgroup³² of pupils, which address and align with the Eight State Priorities identified in Education Code Section 52060(d). Each of these goals addresses the unique needs of students and all subgroups and are in alignment with both the common core standards as well as SCCCS II’s definition of an educated person in the 21st Century. The metrics associated with these goals shall help SCCCS II to ensure that these specific subgroups are making satisfactory progress and are provided with necessary additional supports made possible by additional funds from the Local Control Funding Formula. Each of SCCCS II’s goals are listed below, along with the specific metrics that are used to monitor progress toward achieving these goals.

STATE PRIORITY #1— BASIC SERVICES	
<i>The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))</i>	
SUBPRIORITY A – TEACHERS	
GOAL TO ACHIEVE SUBPRIORITY	All teachers will hold a valid CA multiple or single subject credential with appropriate English learner authorization as defined by the CA Commission on Teaching Credentialing and will be appropriately assigned.

³² The Education Code defines a “numerically significant subgroup” as one that “consists of at least 30 pupils, each of whom has a valid test score,” or in the case for instance, of foster youth or homeless students, “a numerically significant pupil subgroup is one that consists of at least 15 pupils.” (Section 52052(a)(3)(A)-(B).) At this point of the charter petition process, SCCCS cannot guess whether or not it will have a numerically significant population of homeless or foster students but plans to address the unique needs of all numerically significant subgroups once the composition of the student body is known.

ACTIONS TO ACHIEVE GOAL	Hire teachers who hold CA multiple or single subject credentials with English learner authorization and track expiration dates to ensure that credentials are cleared within the appropriate time frame. Principal will annually review credential status.
MEASURABLE OUTCOME	100% of main classroom teachers will hold a valid CA multiple or single subject credentials with appropriate English learner authorization as defined by the CA Commission on Teaching Credentialing, and will be appropriately assigned
METHODS OF MEASUREMENT	Initial and annual verification of credential as reported by the CA Commission on Teacher Credentialing; CALPADS Report; Annual publication of School Accountability Report Card
SUBPRIORITY B – ALIGNMENT WITH ALLIANCE GUIDELINES FOR WALDORF AND COMMON CORE	
GOAL TO ACHIEVE SUBPRIORITY	Each standard will be carefully assessed based on Alliance’s comprehensive review of the average adherence of public Waldorf school teaching of standards. Please see the supplementary binder that details how SCCCS II will co-align CCSS with our curricular model.
ACTIONS TO ACHIEVE GOAL	All instructional materials will be appropriate for our co-alignment of CCSS and our application of Alliance’s recommendation
MEASURABLE OUTCOME	100% of pupils will have access to our CCSS/Alliance standards materials and additional instructional materials as outlined in our charter petition
METHODS OF MEASUREMENT	Principal and faculty will review all instructional materials to verify for applicable CCSS aligned content before purchase pursuant to E.C. § 60119
SUBPRIORITY C – FACILITIES	
GOAL TO ACHIEVE SUBPRIORITY	Maintain a clean and safe school facility
ACTIONS TO ACHIEVE GOAL	Daily general cleaning by custodial staff will maintain campus cleanliness; Annual and monthly facility inspections will screen for safety hazards
MEASURABLE OUTCOME	Annually, 90% of all items on monthly site inspection checklists and 90% of facility inspection checklists will be in compliance/good standing and 100% of identified required corrections will be corrected within three months. Daily cleanliness spot checks will also be performed.
METHODS OF MEASUREMENT	Monthly site inspection documents and Annual Facility Inspection Reports will be reviewed by Executive Director
STATE PRIORITY #2— IMPLEMENTATION OF COMMON CORE STATE STANDARDS	
<i>Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency</i>	
SUBPRIORITY A – CCSS IMPLEMENTATION	
GOAL TO ACHIEVE SUBPRIORITY	A curriculum based on the Waldorf/Common Core Standards and the nine multiple intelligences will be taught to all students including EL students.

ACTIONS TO ACHIEVE GOAL	Provide teachers (including those who have EL students) with professional development based on the Waldorf/Common Core State Standards
MEASURABLE OUTCOME	Annually, 100% of teachers will participate in at least three hours of Professional Development in Waldorf/CCSS. 100% of teachers will also participate in two hours of professional development to learn and increase further understanding of methods to help increase ELD in ELs.
METHODS OF MEASUREMENT	The Principal will review the Professional Development calendar and rosters to confirm evidence of participation by teachers in professional development activities.
SUBPRIORITY B – EL STUDENTS & ACADEMIC CONTENT KNOWLEDGE	
GOAL TO ACHIEVE SUBPRIORITY	100% of EL students will gain academic content knowledge through the implementation of the CCSS
ACTIONS TO ACHIEVE GOAL	EL students participate in English Language Arts/Literacy instruction with appropriate instructional support
MEASURABLE OUTCOME	Annually, 100% of EL students will gain academic content knowledge through the implementation of the Waldorf/CCSS
METHODS OF MEASUREMENT	EL student performance on the CAASPP statewide assessments; ELPAC Assessments; ILP folder; teacher assessments; annual report cards
SUBPRIORITY C – EL STUDENTS & ENGLISH LANGUAGE PROFICIENCY	
GOAL TO ACHIEVE SUBPRIORITY	80% of EL students will gain English language proficiency through the implementation of the ELD curriculum and related SIOP instructional strategies
ACTIONS TO ACHIEVE GOAL	EL students participate in English Language Arts/Literacy instruction with appropriate instructional support. EL students have access to the ELD curriculum. Teachers of EL students participate in SIOP professional development activities
MEASURABLE OUTCOME	75% of EL students will reach English language proficiency within five years of initial classification as an English Learner through the implementation of SIOP instructional strategies, Waldorf/CCSS
METHODS OF MEASUREMENT	Student performance on the ELPAC Assessment, ELD folder and reclassification documentation
STATE PRIORITY #3 – PARENTAL INVOLVEMENT	
<i>Parental involvement, and family engagement, including efforts the Charter School makes to seek parent input for making decisions for the Charter School, and including, how the school will promote parent participation in programs for unduplicated pupils and pupils with exceptional needs.</i>	
SUBPRIORITY A – ACHIEVING/MAINTAINING PARENTAL INVOLVEMENT	
GOAL TO ACHIEVE SUBPRIORITY	Parents will work in collaboration with administration and teachers to create and uphold SCCCS II’s vision and mission.
ACTIONS TO ACHIEVE GOAL	Include parent representation on the Governing Board. Encourage active parent involvement through committee opportunities. Hold frequent community meetings to keep parents abreast of what is happening at SCCCS II and to provide

	a venue for parent input. Have teachers conduct a minimum of two Class Parent Meetings per year.
MEASURABLE OUTCOME	Annually, the Governing Board will have, at minimum, two parent members
METHODS OF MEASUREMENT	Governing Board meeting agendas and minutes identify Parent Members. Logs, minutes, and calendars provide evidence of committee meetings, and teacher-led parent meetings.
SUBPRIORITY B – PROMOTING PARENT PARTICIPATION	
GOAL TO ACHIEVE SUBPRIORITY	Parental input will be solicited and considered regarding decisions which affect the SCCCS II community.
ACTIONS TO ACHIEVE GOAL	School administration will work with the Parent Community Council to recruit all parents including those parents of unduplicated pupils and those with exceptional needs to the PCC. Flyers in both English and Spanish, classroom newsletters in both English and Spanish, and monthly parent meetings that occur at days and times that allow for parent participation of all parents including those parents of unduplicated pupils and those with exceptional needs will promote parent participation will be provided.
MEASURABLE OUTCOME	Annually, the Parent Community Council will be 100% parents.
METHODS OF MEASUREMENT	Parent Community Council meeting agendas and minutes identify parents who form part of the PCC.
SUBPRIORITY C – PROMOTING PARENT PARTICIPATION FOR UNDUPLICATED STUDENTS AND STUDENTS WITH EXCEPTIONAL NEEDS	
GOAL TO ACHIEVE SUBPRIORITY	Parental input will be solicited and considered regarding decisions which affect the SCCCS II community.
ACTIONS TO ACHIEVE GOAL	School administration will work with the Parent Community Council (“PCC”) to recruit all parents including those parents of unduplicated pupils and those with exceptional needs to the PCC. Flyers in both English and Spanish, classroom newsletters in both English and Spanish, and monthly parent meetings that occur at days and times that allow for parent participation of all parents including those parents of unduplicated pupils and those with exceptional needs will promote parent participation will be provided.
MEASURABLE OUTCOME	Annually, the Parent Community Council will be 100% parents.
METHODS OF MEASUREMENT	Parent Community Council meeting agendas and minutes identify parents who form part of the PCC.
STATE PRIORITY #4— STUDENT ACHIEVEMENT	
<i>Pupil achievement, as measured by all of the following, as applicable:</i>	
A. CA Assessment of Student Performance and Progress (CAASPP) statewide assessment	

<p>B. <i>Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education</i></p> <p>C. <i>Percentage of ELs who make progress toward English language proficiency as measured by the English Language Proficiency Assessment for California (ELPAC)</i></p> <p>D. <i>EL reclassification rate</i></p> <p>E. <i>Percentage of pupils who have passed an AP exam with a score of 3 or higher</i></p> <p>F. <i>Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness</i></p>	
<p>SUBPRIORITY A – CAASPP</p>	
<p>GOAL TO ACHIEVE SUBPRIORITY</p>	<p>SCCCS II will increase the number of students, including all student subgroups as required by law, whether that be English Learners, racial/ethnic groups, socioeconomically disadvantaged students, homeless and foster youth, scoring the equivalent of advanced or proficient in State Assessment Program by 8th grade. 95% of all students in grades 3-8 and 11 will participate in each component of the CAASPP for which SCCC II's is held accountable.</p>
<p>ACTIONS TO ACHIEVE GOAL</p>	<p>Provide professional development for teachers to assist them in delivering Waldorf/Common Core State Standards. Teachers will use state assessment results and other assessment results to plan curriculum. Teachers will create and deliver lessons using the methods of Waldorf education—through the use of direct instruction, storytelling, manipulatives, visual and performing arts and movement.</p>
<p>MEASURABLE OUTCOME</p>	<p>Annually, at least 95% participation rate in the CAASPP statewide assessments; there will be a 10% increase from the baseline in the percentage of students at every applicable grade level, including all subgroups, as required by law, whether that be English Learners, racial/ethnic groups, socioeconomically disadvantaged students, homeless and foster youth scoring proficient or higher on the CAASPP statewide assessment.</p>
<p>METHODS OF MEASUREMENT</p>	<p>CAASPP Score reports</p>
<p>SUBPRIORITY B – UC/CSU COURSE GRADE REQUIREMENTS (OR CTE)</p>	
<p>GOAL TO ACHIEVE SUBPRIORITY</p>	<p>100% of all students in grades 9-12 will be enrolled in a-g approved courses. 80% of all graduating seniors will satisfy CSU eligibility entrance requirements. 70% of all graduating seniors will satisfy UC eligibility entrance requirements. 100% of all students in grades 9-12 will be enrolled in at least one CTE course. 70% of all graduating seniors will complete a CTE sequence. 70% of all graduating seniors will satisfy CSU/UC eligibility entrance requirements and a CTE sequence. 60% of all graduating seniors meet the “Prepared” Level on the CDE’s College/Career Indicator as reported on the CA School Dashboard.</p>
<p>ACTIONS TO ACHIEVE GOAL</p>	<p>Submit courses for A-G approval. Develop CTE Sequences aligned to Course Sequence. Hire CTE instructors with CTC allowances.</p>

	Review and track all high school students' schedules for requirements. Monitor students' grades to ensure students earn C- or better in all a-g courses.
MEASURABLE OUTCOME	100% of all students in grades 9-12 will be enrolled in a-g approved courses. 80% of all graduating seniors will satisfy CSU eligibility entrance requirements. 70% of all graduating seniors will satisfy UC eligibility entrance requirements. 100% of all students in grades 9-12 will be enrolled in at least one CTE course. 70% of all graduating seniors will complete a CTE sequence. 70% of all graduating seniors will satisfy CSU/UC eligibility entrance requirements and a CTE sequence. 60% of all graduating seniors meet the "Prepared" Level on the CDE's College/Career Indicator as reported on the CA School Dashboard.
METHODS OF MEASUREMENT	A-G Course List on UC Doorways Course Catalog Student course tracking Student grade reports Initial and annual verification of credential as reported by the CA Commission on Teacher Credentialing
SUBPRIORITY C – EL PROFICIENCY RATES	
GOAL TO ACHIEVE SUBPRIORITY	50% of EL students will advance a minimum of one performance level per the ELPAC each academic year until they are reclassified as Fluent English Proficient (FEP).
ACTIONS TO ACHIEVE GOAL	Teachers will use a rich oral language curriculum to foster language development in EL students. Small group work and usage of SIOP instructional strategies. Teachers will provide SIOP by delivering rich and varied instruction in music, arts, gardening, handwork, movement, and games.
MEASURABLE OUTCOME	50% of EL students will advance at least one performance level per the ELPAC each academic year
METHODS OF MEASUREMENT	ELPAC Score Reports; EL Reclassification documentation; ELD Folder in conjunction with ELD curriculum assessments and annual report cards
SUBPRIORITY D – EL RECLASSIFICATION RATES	
GOAL TO ACHIEVE SUBPRIORITY	A significant portion of EL students will be reclassified as Fluent English Proficient annually and perform at proficiency level on the CAASPP statewide assessment
ACTIONS TO ACHIEVE GOAL	Teachers will use a rich oral language curriculum to foster language development in EL students. Small group work and usage of SIOP instructional strategies. Teachers will provide SIOP by delivering rich and varied instruction in music, arts, gardening, handwork, movement, and games.
MEASURABLE OUTCOME	At least 10% of EL students will be reclassified as Fluent English Proficient annually and perform at proficiency level on the CAASPP statewide assessment
METHODS OF MEASUREMENT	Analysis and review of ELPAC results, and CAASPP statewide assessment scores

SUBPRIORITY E – AP EXAM PASSAGE RATE	
GOAL TO ACHIEVE SUBPRIORITY	20% of students who take the AP Exam will pass with a score of 3, 4, 5. The percentage of students who take the AP Exam who pass with a score of 3, 4, 5 will increase by 1% each year.
ACTIONS TO ACHIEVE GOAL	Provide information regarding the benefits of AP courses and exams to all high school students. 100% of students wishing to take AP courses and exams will have access to desired courses.
MEASURABLE OUTCOME	20% of students who take the AP Exam will pass with a score of 3, 4, 5. The percentage of students who take the AP Exam who pass with a score of 3, 4, 5 will increase by 1% each year.
METHODS OF MEASUREMENT	College Board AP Exam Results
SUBPRIORITY F – COLLEGE PREPAREDNESS/EAP	
GOAL TO ACHIEVE SUBPRIORITY	50% of students will achieve college preparedness as measured by the Early Assessment Program. Another measure of college preparedness will include 95% of students will achieve postsecondary attendance rate (2 year college, 4 year college, trade school/career, military).
ACTIONS TO ACHIEVE GOAL	Provide college and career counseling. Provide professional development for teachers to assist them in delivering Waldorf/Common Core State Standards.
MEASURABLE OUTCOME	50% of students will achieve college preparedness as measured by the Early Assessment Program (“EAP”). Another measure of college preparedness will include 95% of students will achieve postsecondary attendance rate (2 year college, 4 year college, trade school/career, military).
METHODS OF MEASUREMENT	EAP Score Reports Postsecondary Attendance Data – National Clearinghouse and Annual Alumni Surveys
STATE PRIORITY #5— STUDENT ENGAGEMENT	
<i>Pupil engagement, as measured by all of the following, as applicable:</i>	
<ul style="list-style-type: none"> A. School attendance rates B. Chronic absenteeism rates C. Middle school dropout rates (EC §52052.1(a)(3)) D. High school dropout rates E. High school graduation rates 	
SUBPRIORITY A – STUDENT ATTENDANCE RATES	

GOAL TO ACHIEVE SUBPRIORITY	SCCCS II's will maintain a three year average attendance rate of 95%.
ACTIONS TO ACHIEVE GOAL	SCCCS II will provide a safe and engaging learning environment for all its students and families, including those of the various subgroups enrolled to support high attendance rates. SCCCS II will recognize students who have achieved excellent attendance with an incentive program four times per year. Attendance updates to families reminding them of the importance of in-school attendance as the primary way of learning and success.
MEASURABLE OUTCOME	SCCCS II's attendance rate will be 95% over a three year average.
METHODS OF MEASUREMENT	Daily, Weekly, Monthly Attendance Reports P1/P2/Annual Attendance Reports
SUBPRIORITY B –CHRONIC ABSENTEEISM RATES	
GOAL TO ACHIEVE SUBPRIORITY	SCCCS II's chronic absenteeism rate will be 10% over a three year average.
ACTIONS TO ACHIEVE GOAL	Track student attendance and notify parents when their children have 3 unexcused absences and each subsequent unexcused absence. Periodic attendance updates to families reminding them of the importance of in-school attendance as the primary way of learning and success. Hold meetings with parents of students who are at-risk of chronic absenteeism to determine how to support families to ensure higher attendance rates and work with families to correct chronic absenteeism.
MEASURABLE OUTCOME	SCCCS II's chronic absenteeism rate will be 10% over a three year average.
METHODS OF MEASUREMENT	Daily, Weekly, Monthly Attendance Reports Excessive Absence reports from the Student Information System Excessive Absence letters to parents of students with 3 and more unexcused absences P1/P2/Annual Attendance Reports
SUBPRIORITY C –MIDDLE SCHOOL DROPOUT RATE	
GOAL TO ACHIEVE SUBPRIORITY	SCCCS II will maintain a middle school dropout rate of 1% or less.
ACTIONS TO ACHIEVE GOAL	SCCCS II will offer an academically engaging learning environment for all its students, including members of all subgroups, as required by law, whether that be English Learners, racial/ethnic groups, socioeconomically disadvantaged students, homeless and foster youth. SCCCS II will monitor middle school students who are at-risk of failing core academic classes.

	SCCCS II will provide interventions such as tutoring to middle school students who are at-risk of failing core academic classes.
MEASURABLE OUTCOME	SCCCS II will maintain a middle school dropout rate of 1% or less.
METHODS OF MEASUREMENT	DataQuest CALPADS 8.1 c Report
SUBPRIORITY D – HIGH SCHOOL DROPOUT RATES	
GOAL TO ACHIEVE SUBPRIORITY	The Charter School will have a less than 5% drop out rate.
ACTIONS TO ACHIEVE GOAL	The administration will monitor at-promise and credit-deficient students. Interventions such as tutoring, and credit recovery classes will be offered to at-risk students.
MEASURABLE OUTCOME	The Charter School will have a less than 5% drop out rate.
METHODS OF MEASUREMENT	CDE published drop-out rates.
SUBPRIORITY E – HIGH SCHOOL GRADUATION RATES	
GOAL TO ACHIEVE SUBPRIORITY	95% of seniors who have been at the Charter School for all four years of high school will graduate.
ACTIONS TO ACHIEVE GOAL	Administration will monitor at-promise and credit-deficient students.
MEASURABLE OUTCOME	95% of seniors who have been at the Charter School for all four years of high school will graduate.
METHODS OF MEASUREMENT	Published CDE graduation rates
<u>STATE PRIORITY #6— SCHOOL CLIMATE</u>	
<i>School climate, as measured by all of the following, as applicable:</i>	
<ul style="list-style-type: none"> A. <i>Pupil suspension rates</i> B. <i>Pupil expulsion rates</i> C. <i>Other local measures, including surveys of pupils, parents/guardians, and teachers on the sense of safety and school connectedness</i> 	
SUBPRIORITY A – PUPIL SUSPENSION RATES	
GOAL TO ACHIEVE SUBPRIORITY	SCCCS II will maintain a suspension rate less than 3%.

ACTIONS TO ACHIEVE GOAL	Teachers will be trained and follow SCCCS II's MTSS which includes inclusive behavior teaching methods and a positive behavioral discipline approach. Principal will work with teachers and families to manage student behavior issues and concerns. Administration and faculty will use feedback from parent surveys in order to improve school climate.
MEASURABLE OUTCOME	Annually, there will be a measurable decrease in the number of student suspensions from the baseline until it is less than 3%.
METHODS OF MEASUREMENT	Annual School Accountability Report Card & Annual Report and CALPADS Report 7.1 as well as CBEDS-ORA. Discipline Incidents will be used as evidence
SUBPRIORITY B – PUPIL EXPULSION RATES	
GOAL TO ACHIEVE SUBPRIORITY	SCCCS II will maintain an annual expulsion rate of less than 1%. Pupil expulsions will only occur when legally required by the severity of the infraction.
ACTIONS TO ACHIEVE GOAL	SCCCS II Teachers will be trained and follow MTSS which includes inclusive behavior teaching methods and positive behavioral discipline approaches. Principal will work with teachers and families to manage student behavior issues and concerns.
MEASURABLE OUTCOME	Annually, 1% or fewer of enrolled students will be expelled
METHODS OF MEASUREMENT	Annual School Accountability Report Card & Annual Report and CALPADS Report 7.1 as well as CBEDS-ORA. Expulsion Incidents will be used as evidence
SUBPRIORITY C – OTHER SCHOOL SAFETY AND SCHOOL CONNECTEDNESS MEASURES (SURVEYS)	
GOAL TO ACHIEVE SUBPRIORITY	SCCCS II students and staff will adhere to the School Safety Plan
ACTIONS TO ACHIEVE GOAL	Annually, all school employees will be trained on the elements of the School Safety Plan. Students will participate in monthly Fire, Earthquake, and safety drills
MEASURABLE OUTCOME	100% of staff will participate in at least four hours of Safe School training; Students will participate in monthly Fire, Earthquake or Safety drills. 90% of parents, staff and students will rate the sense of safety and connectedness at SCCCS II as satisfactory or above.
METHODS OF MEASUREMENT	Professional Development agenda and annual drill calendars. Results of surveys regarding safety and connectedness of parents, staff and students.
STATE PRIORITY #7— COURSE ACCESS	
<p><i>The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.</i></p> <p><i>“Broad course of study” includes the following, as applicable:</i></p> <p><i>Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)</i></p> <p><i>Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))</i></p>	

GOAL TO ACHIEVE SUBPRIORITY	SCCCS II students, including all student subgroups, unduplicated students, and students with exceptional needs, as required by law, whether that be English Learners, racial/ethnic groups, socioeconomically disadvantaged students, homeless and foster youth, will have access to our academic and educational program as outlined in our school’s Charter.
ACTIONS TO ACHIEVE GOAL	<p>All academic content areas will be available to all students, including student subgroups, unduplicated students, and students with exceptional needs, as required by law, whether that be English Learners, racial/ethnic groups, socioeconomically disadvantaged students, homeless and foster youth, at the appropriate grade levels.</p> <p>The Charter School will monitor specific outreach to unduplicated pupils and those with exceptional needs by ensuring identification of students in these categories through enrollment data, orientations, classroom knowledge, and teacher meetings.</p> <p>Faculty and individual teacher meetings will discuss specific needs of children identified in these categories to determine appropriate strategies, and accommodations for children identified as having exceptional needs, and/or other unduplicated categories.</p> <p>Plans will involve a team approach from teachers, assistants, and administration to ensure all academic content is available through creative support to reach all students.</p>
MEASURABLE OUTCOME	SCCCS II students, including all student subgroups, unduplicated students, and students with exceptional needs, as required by law, whether that be English Learners, racial/ethnic groups, socioeconomically disadvantaged students, homeless and foster youth, will have access to our academic and educational program as outlined in our school’s Charter.
METHODS OF MEASUREMENT	<p>Student Schedules</p> <p>Course Catalog</p> <p>Master Schedule</p> <p>Individualized Support Plans</p> <p>Individualized Learning Plans</p> <p>Individualized Education Program</p>
STATE PRIORITY #8— OTHER STUDENT OUTCOMES	
<i>Pupil outcomes, if available, in the subject areas described above in #7, as applicable.</i>	
SUBPRIORITY A - ENGLISH	
GOAL TO ACHIEVE SUBPRIORITY	80% of students, including all student subgroups, unduplicated students (classified as EL, FRPM-eligible, or foster youth) and students with exceptional needs, will make progress toward meeting grade level proficiency in Language Arts/Literacy according to the Waldorf/Common Core Standards as demonstrated by Ages and Stages (TK-K), a score of 3 or 4 on Report Card Rubric (grades 1-8), or a grade of C- or better on Report Card Letter Grades (grades 7-12), or a score of 61 st percentile or higher on NWEA MAP Reading Assessments (grades 1-12).

<p>ACTIONS TO ACHIEVE GOAL</p>	<p>Teachers will participate in Waldorf Teacher Training, as well as other types of professional development, that will aid them in implementing the Waldorf/Common Core State Standards in English Language Arts/Literacy.</p> <p>Teachers will deliver the Waldorf/Common Core curriculum in English Language Arts/Literacy through the use of methods guided by the Core Principles of Public Waldorf Education.</p> <p>Students who are performing below grade level will receive intervention in English Language Arts/Literacy.</p> <p>The Charter School will utilize instructional strategies that include but are not limited to small group work, reading intervention, speaking skills to present information, narrative and response to literature, collaboration with colleagues to support learning goals, PBL and direct instruction.</p>
<p>MEASURABLE OUTCOME</p>	<p>80% of students, including all student subgroups, unduplicated students (classified as EL, FRPM-eligible, or foster youth) and students with exceptional needs, will make progress toward meeting grade level proficiency in Language Arts/Literacy according to the Waldorf/Common Core Standards as demonstrated by Ages and Stages (TK-K), a score of 3 or 4 on Report Card Rubric (grades 1-8), or a grade of C- or better on Report Card Letter Grades (grades 7-12), or a score of 61st percentile or higher on NWEA MAP Reading Assessments (grades 1-12).</p>
<p>METHODS OF MEASUREMENT</p>	<p>Ages and Stages (TK-K)</p> <p>Report Card Rubric (grades 1-8)</p> <p>Report Card Grades (grades 7-12)</p> <p>NWEA MAP Reading Assessment Results (grades 1-12)</p>
<p>SUBPRIORITY B - MATHEMATICS</p>	
<p>GOAL TO ACHIEVE SUBPRIORITY</p>	<p>80% of students, including all student subgroups, unduplicated students (classified as EL, FRPM-eligible, or foster youth) and students with exceptional needs, will make progress toward meeting grade level proficiency in Mathematics according to the Waldorf/Common Core Standards as demonstrated by Ages and Stages (TK-K), a score of 3 or 4 on Report Card Rubric (grades 1-8), or a grade of C- or better on Report Card Letter Grades (grades 7-12), or a score of 61st percentile or higher on NWEA MAP Mathematics Assessments (grades 1-12).</p>
<p>ACTIONS TO ACHIEVE GOAL</p>	<p>Teachers will participate in Waldorf Teacher Training, as well as other types of professional development, that will aid them in implementing the Waldorf/Common Core State Standards in Mathematics.</p> <p>Teachers will deliver the Waldorf/Common Core curriculum in Mathematics through the use of methods guided by the Core Principles of Public Waldorf Education.</p> <p>Students who are performing below grade level will receive intervention in Mathematics.</p> <p>The Charter School will utilize instructional strategies that include but are not limited to small group work, math intervention, online tools and resources, collaboration with colleagues to support learning goals, PBL and direct instruction.</p>

MEASURABLE OUTCOME	80% of students, including all student subgroups, unduplicated students (classified as EL, FRPM-eligible, or foster youth) and students with exceptional needs, will make progress toward meeting grade level proficiency in Mathematics according to the Waldorf/Common Core Standards as demonstrated by Ages and Stages (TK-K), a score of 3 or 4 on Report Card Rubric (grades 1-8), or a grade of C- or better on Report Card Letter Grades (grades 7-12), or a score of 61 st percentile or higher on NWEA MAP Mathematics Assessments (grades 1-12).
METHODS OF MEASUREMENT	Ages and Stages (TK-K) Report Card Rubric (grades 1-8) Report Card Grades (grades 7-12) NWEA MAP Mathematics Assessment Results (grades 1-12)
SUBPRIORITY C – SOCIAL SCIENCES	
GOAL TO ACHIEVE SUBPRIORITY	80% of students, including all student subgroups, unduplicated students (classified as EL, FRPM-eligible, or foster youth) and students with exceptional needs, will make progress toward meeting grade level proficiency in Social Sciences according to the Waldorf/Common Core Standards as demonstrated by Ages and Stages (TK-K), a score of 3 or 4 on Report Card Rubric (grades 1-8), or a grade of C- or better on Report Card Letter Grades (grades 7-12).
ACTIONS TO ACHIEVE GOAL	Teachers will participate in Waldorf Teacher Training, as well as other types of professional development, that will aid them in implementing the Waldorf/Common Core State Standards in History and Social Science. Teachers will deliver the Waldorf/Common Core curriculum in History and Social Science using methods guided by the Core Principles of Public Waldorf Education. The Charter School will utilize instructional strategies that include but are not limited to PBL, non-fiction, and historical fiction texts; mini research projects and presentations, computer based information (articles, videos); field trip experiences, debates, and hands on projects. Students will demonstrate intellectual reasoning, reflections, and research skills related to chronological and spatial thinking, historical interpretations, and research, evidence, and point of view.
MEASURABLE OUTCOME	80% of students, including all student subgroups, unduplicated students (classified as EL, FRPM-eligible, or foster youth) and students with exceptional needs, will make progress toward meeting grade level proficiency in Social Sciences according to the Waldorf/Common Core Standards as demonstrated by Ages and Stages (TK-K), a score of 3 or 4 on Report Card Rubric (grades 1-8), or a grade of C- or better on Report Card Letter Grades (grades 7-12).
METHODS OF MEASUREMENT	Ages and Stages (TK-K) Report Card Rubric (grades 1-8) Report Card Grades (grades 7-12)
SUBPRIORITY D - SCIENCE	

GOAL TO ACHIEVE SUBPRIORITY	80% of students, including all student subgroups, unduplicated students (classified as EL, FRPM-eligible, or foster youth) and students with exceptional needs, will make progress toward meeting grade level proficiency in Science according to the Waldorf/ Next Generation Science Standards as demonstrated by Ages and Stages (TK-K), a score of 3 or 4 on Report Card Rubric (grades 1-8), or a grade of C- or better on Report Card Letter Grades (grades 7-12).
ACTIONS TO ACHIEVE GOAL	<p>Teachers will participate in Waldorf Teacher Training, as well as other types of professional development, that will aid them in implementing the Waldorf/ Next Generation Science Standards for Science instruction.</p> <p>Teachers will deliver the Waldorf/Next Generation Science Standards curriculum through the use of methods guided by the Core Principles of Public Waldorf Education.</p> <p>The Charter School will utilize instructional strategies that include but are not limited to inquiry based approach and experiential activities and projects, hands on learning, gathering and analyzing data, and integrating skills and concepts as they apply to different subjects.</p> <p>Students will demonstrate intellectual reasoning, reflections, and research skills and an understanding of science disciplinary core ideas and practices.</p>
MEASURABLE OUTCOME	80% of students, including all student subgroups, unduplicated students (classified as EL, FRPM-eligible, or foster youth) and students with exceptional needs, will make progress toward meeting grade level proficiency in Science according to the Waldorf/ Next Generation Science Standards as demonstrated by Ages and Stages (TK-K), a score of 3 or 4 on Report Card Rubric (grades 1-8), or a grade of C- or better on Report Card Letter Grades (grades 7-12).
METHODS OF MEASUREMENT	<p>Ages and Stages (TK-K)</p> <p>Report Card Rubric (grades 1-8)</p> <p>Report Card Grades (grades 7-12)</p>
SUBPRIORITY E – VISUAL AND PERFORMING ARTS	
GOAL TO ACHIEVE SUBPRIORITY	80% of students, including all student subgroups, unduplicated students (classified as EL, FRPM-eligible, or foster youth) and students with exceptional needs, will make progress toward meeting grade level proficiency in Visual and Performing Arts according to the Waldorf/CA Arts Education Framework as demonstrated by Ages and Stages (TK-K), a score of 3 or 4 on Report Card Rubric (grades 1-8), or a grade of C- or better on Report Card Letter Grades (grades 7-12).
ACTIONS TO ACHIEVE GOAL	<p>Teachers will participate in Waldorf Teacher Training, as well as other types of professional development, that will aid them in implementing the Waldorf/CA Arts Education Framework to teach Visual and Performing Arts.</p> <p>Teachers will deliver the Waldorf/CA Arts Education Framework curriculum to teach Visual and Performing Arts using methods guided by the Core Principles of Public Waldorf Education.</p>

	The Charter School will utilize instructional strategies that include but are not limited to PBL, direct instruction, music and instrumental instruction, art and media instruction, performing and visual arts, and movement.
MEASURABLE OUTCOME	80% of students, including all student subgroups, unduplicated students (classified as EL, FRPM-eligible, or foster youth) and students with exceptional needs, will make progress toward meeting grade level proficiency in Visual and Performing Arts according to the Waldorf/CA Arts Education Framework as demonstrated by Ages and Stages (TK-K), a score of 3 or 4 on Report Card Rubric (grades 1-8), or a grade of C- or better on Report Card Letter Grades (grades 7-12).
METHODS OF MEASUREMENT	Ages and Stages (TK-K) Report Card Rubric (grades 1-8) Report Card Grades (grades 7-12)
SUBPRIORITY F – PHYSICAL EDUCATION	
GOAL TO ACHIEVE SUBPRIORITY	80% of students, including all student subgroups, unduplicated students (classified as EL, FRPM-eligible, or foster youth) and students with exceptional needs, will make progress toward meeting grade level proficiency in Physical Education Standards according to the Waldorf/Common Core Physical Education Standards as demonstrated by Ages and Stages (TK-K), a score of 3 or 4 on Report Card Rubric (grades 1-8), or a grade of C- or better on Report Card Letter Grades (grades 7-12). 100% of students in grades 5, 7, and 9, including all student subgroups, unduplicated students (classified as EL, FRPM-eligible, or foster youth) and students with exceptional needs, will participate in the California Physical Fitness Test. 100% of all high school students will earn 20 credits of PE.
ACTIONS TO ACHIEVE GOAL	Teachers will participate in Waldorf Teacher Training, as well as other types of professional development, that will aid them in implementing the Waldorf/Common Core Physical Education Standards. Teachers will deliver the Waldorf/Common Core Physical Education curriculum using methods guided by the Core Principles of Public Waldorf Education. Students will demonstrate that they value lifelong, positive health-related attitudes and behaviors toward their own well-being through healthy physical, social, and mental habits.
MEASURABLE OUTCOME	80% of students, including all student subgroups, unduplicated students (classified as EL, FRPM-eligible, or foster youth) and students with exceptional needs, will make progress toward meeting grade level proficiency in Physical Education Standards according to the Waldorf/Common Core Physical Education Standards as demonstrated by Ages and Stages (TK-K), a score of 3 or 4 on Report Card Rubric (grades 1-8), or a grade of C- or better on Report Card Letter Grades (grades 7-12). 100% of students in grades 5, 7, and 9, including all student subgroups, unduplicated students (classified as EL, FRPM-eligible, or foster youth) and students with exceptional needs, will participate in the

	California Physical Fitness Test. 100% of all high school students will earn 20 credits of PE.
METHODS OF MEASUREMENT	Ages and Stages (TK-K) Report Card Rubric (grades 1-8) Report Card Grades (grades 7-12) CA Physical Fitness Test Participation Rates (grades 5, 7, 9) HS Transcripts
SUBPRIORITY G – HEALTH	
GOAL TO ACHIEVE SUBPRIORITY	80% of students, including all student subgroups, unduplicated students (classified as EL, FRPM-eligible, or foster youth) and students with exceptional needs, will make progress toward meeting grade level proficiency in Health Education Content Standards according to the Waldorf/Health Education Content Standards as demonstrated by Ages and Stages (TK-K), a score of 3 or 4 on Report Card Rubric (grades 1-8), or a grade of C- or better on Report Card Letter Grades (grades 7-12). 100% of all high school students will earn 5 credits of Health.
ACTIONS TO ACHIEVE GOAL	Teachers will participate in Waldorf Teacher Training, as well as other types of professional development, that will aid them in implementing the Waldorf/Health Education Content Standards. Teachers will deliver the Waldorf/Health Education Content Standards curriculum through the use of methods guided by the Core Principles of Public Waldorf Education.
MEASURABLE OUTCOME	80% of students, including all student subgroups, unduplicated students (classified as EL, FRPM-eligible, or foster youth) and students with exceptional needs, will make progress toward meeting grade level proficiency in Health Education Content Standards according to the Waldorf/Health Education Content Standards as demonstrated by Ages and Stages (TK-K), a score of 3 or 4 on Report Card Rubric (grades 1-8), or a grade of C- or better on Report Card Letter Grades (grades 7-12). 100% of all high school students will earn 5 credits of Health.
METHODS OF MEASUREMENT	Ages and Stages (TK-K) Report Card Rubric (grades 1-8) Report Card Grades (grades 7-12) HS Transcripts
SUBPRIORITY H – FOREIGN (WORLD) LANGUAGES (GRADES 7-12 ONLY)	
GOAL TO ACHIEVE SUBPRIORITY	80% of students, including all student subgroups, unduplicated students (classified as EL, FRPM-eligible, or foster youth) and students with exceptional needs, will make progress toward meeting grade level proficiency in World Language Content Standards according to the Waldorf/World Language Standards as demonstrated by a score of 3 or 4 on Report Card Rubric (grades 7-8), or a grade of C- or better on Report Card Letter Grades (grades 7-12).

ACTIONS TO ACHIEVE GOAL	<p>Teachers will participate in Waldorf Teacher Training, as well as other types of professional development, that will aid them in implementing the Waldorf/World Language Standards.</p> <p>Teachers will deliver the Waldorf/World Lanaguage Standards curriculum through the use of methods guided by the Core Principles of Public Waldorf Education.</p>
MEASURABLE OUTCOME	<p>80% of students, including all student subgroups, unduplicated students (classified as EL, FRPM-eligible, or foster youth) and students with exceptional needs, will make progress toward meeting grade level proficiency in World Language Content Standards according to the Waldorf/World Language Standards as demonstrated by a score of 3 or 4 on Report Card Rubric (grades 7-8), or a grade of C- or better on Report Card Letter Grades (grades 7-12).</p>
METHODS OF MEASUREMENT	<p>Report Card Rubric (grades 7-8)</p> <p>Report Card Grades (grades 7-12)</p>
SUBPRIORITY I – APPLIED ARTS (GRADES 7-12 ONLY)	
GOAL TO ACHIEVE SUBPRIORITY	<p>80% of students, including all student subgroups, unduplicated students (classified as EL, FRPM-eligible, or foster youth) and students with exceptional needs, will make progress toward meeting grade level proficiency in Applied Arts according to the Waldorf/CA Arts Education Framework as demonstrated by a score of 3 or 4 on Report Card Rubric (grades 7-8) or a grade of C- or better on Report Card Letter Grades (grades 7-12).</p>
ACTIONS TO ACHIEVE GOAL	<p>Teachers will participate in Waldorf Teacher Training, as well as other types of professional development, that will aid them in implementing the Waldorf/CA Arts Education Framework to teach Applied Arts.</p> <p>Teachers will deliver the Waldorf/CA Arts Education Framework to teach Applied Arts through the use of methods guided by the Core Principles of Public Waldorf Education.</p>
MEASURABLE OUTCOME	<p>80% of students, including all student subgroups, unduplicated students (classified as EL, FRPM-eligible, or foster youth) and students with exceptional needs, will make progress toward meeting grade level proficiency in Applied Arts according to the Waldorf/CA Arts Education Framework as demonstrated by a score of 3 or 4 on Report Card Rubric (grades 7-8) or a grade of C- or better on Report Card Letter Grades (grades 7-12).</p>
METHODS OF MEASUREMENT	<p>Report Card Rubric (grades 7-8)</p> <p>Report Card Grades (grades 7-12)</p>
SUBPRIORITY J – CAREER TECHNICAL EDUCATION (CTE) (GRADES 7-12 ONLY)	
GOAL TO ACHIEVE SUBPRIORITY	<p>100% of all students in grades 7-12 will be enrolled in at least one CTE course. 80% of students, including all student subgroups, unduplicated students (classified as EL, FRPM-eligible, or foster youth) and students with exceptional needs, will make progress toward meeting grade level proficiency in Career Technical Education</p>

	<p>according to the Waldorf/Career Technical Education Standards as demonstrated by a score of 3 or 4 on Report Card Rubric (grades 7-8) or a grade of C- or better on Report Card Letter Grades (grades 7-12). 70% of all graduating seniors will complete a CTE sequence.</p>
<p>ACTIONS TO ACHIEVE GOAL</p>	<p>Teachers will participate in Waldorf Teacher Training, as well as other types of professional development, that will aid them in implementing the Waldorf/Career Technical Education Standards to teach CTE.</p> <p>Teachers will deliver the Waldorf/Career Technical Education Standards to teach CTE through the use of methods guided by the Core Principles of Public Waldorf Education.</p> <p>Develop CTE Sequences aligned to Course Sequence.</p> <p>Hire CTE instructors with CTC allowances.</p> <p>Review and track all high school students' schedules for requirements.</p>
<p>MEASURABLE OUTCOME</p>	<p>100% of all students in grades 7-12 will be enrolled in at least one CTE course.</p> <p>80% of students, including all student subgroups, unduplicated students (classified as EL, FRPM-eligible, or foster youth) and students with exceptional needs, will make progress toward meeting grade level proficiency in Career Technical Education according to the Waldorf/Career Technical Education Standards as demonstrated by a score of 3 or 4 on Report Card Rubric (grades 7-8) or a grade of C- or better on Report Card Letter Grades (grades 7-12). 70% of all graduating seniors will complete a CTE sequence.</p>
<p>METHODS OF MEASUREMENT</p>	<p>Report Card Rubric (grades 7-8)</p> <p>Report Card Grades (grades 7-12)</p>

ELEMENT 3: METHODS OF ASSESSMENT

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 47605.6(b)(5)(C).

ASSESSMENT PHILOSOPHY

Assessment will be ongoing at SCCCS II, and methods, while recognizing areas of improvement, will build upon students' strengths and skills as teachers strive to help students develop their multiple intelligences. SCCCS II has ultimate responsibility for ensuring that the school is fulfilling the expectations and obligations under the Charter Schools Act, the SCCCS II charter, and SCCCS II school policies. The Executive and Principal will be responsible for legal and organizational adherence to assessment policy and procedures. SCCCS II's assessment methods will evaluate all realms of the child's development, including their intellectual, physical, social-emotional capacities which is guided by the principle of "hands, head, heart" a core principle of public Waldorf education. SCCCS II administration will closely collaborate with teachers and aides to evaluate the quality of learning. Within this collaborative context, the Principal will manage the assessment program by analyzing qualitative and quantitative achievement data and then regularly making recommendations to the faculty and Board of Trustees

Because assessment of student performance is one of the most powerful tools a classroom teacher and school can use to enhance student achievement and school-wide performance, assessment will be integral as a part of daily instruction. We believe our system of assessment will be effective because it will engage students and teachers in a frequent and ongoing reflective and reciprocal process. \Educators will provide descriptive feedback to students and families during parent conferences, where the student work will be reviewed. SCCCS II will also provide trimester report cards that address each content area within the curriculum.

On a yearly basis, administration and teachers will work together to comprehensively and thoroughly understand where students are as a whole as well as on an individual level. Once data has been collected, reported, and analyzed, teachers and administrators will work together to make school-wide adjustments (if necessary), individual and/or classroom changes in teaching methods in order to improve. In following the principles that guide public Waldorf Education, SCCCS II teachers and administrators will consistently strive alongside the students to become more proficient at what they do and will actively resist any tendency to become complacent in their desire to meet the students where they are developmentally.

CORE ASSESSMENT METHODS

Using Multiple Measures

Employing many different methods to assess students is integral if we are to successfully measure the depth and breadth of what students are learning. Multiple measures provide a more complete and accurate representation of student achievement over time than is possible with a single measurement of assessment. The use of multiple measures also serves to ensure that instruction does not focus on a single test or a narrow set of learning styles. SCCCS II will base performance assessments on the

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Waldorf/Common Core State Standards developed by the Alliance for Public Waldorf Education. These standards, provided in the Supplementary Binder, were designed to align Waldorf methods curricula with Common Core Standards over the nine to ten-year period of Tk/kindergarten through eighth grade. SCCS II chose these standards based on their clear, grade-by-grade correlation of Waldorf methodology with the Common Core State Standards.

Grade	Administration Timeline	Assessment	Purpose
TK-12 th As prescribed	ELs First 30 days of enrollment	ELPAC Initial Assessment ("IA")	The ELPAC IA is used to identify students as either an English Learner, or as fluent in English.
TK-12 th Every year until RFEP	Once per year	ELPAC Summative Assessment (SA)	The ELPAC SA is to measure how well ELs are progressing with English development in each of the four domains.
5 th and 7 th and 9 th	Once per year	California Physical Fitness Test (CPFT)	State criterion-based assessment in Physical Fitness
3 rd -8 th and 11 th	As assigned by teacher	CAASPP Interim Comprehensive Assessment (ICAs)	Provide teachers with overall scale score and performance level of each student
3 rd -8 th and 11 th	As assigned by teacher	CAASPP Interim Assessment Blocks (IABs)	Provide students an opportunity to show standard mastery on smaller targets for instruction
3 rd -8 th and 11 th	Once per year during Spring	CAASPP	State criterion-based assessment in ELA and Math
11 th	Once per year during Spring	EAP	The exam covers High School standards and California State University placement standards.
5 th and 8 th and once in 10 th , 11 th , or 12 th	Once per year during Spring	California Science Test (CAST)	State Assessment in Science
3 rd -8 th and 11 th for qualified students	Once per year during Spring	California Alternate Assessment (CAA)	State alternative assessment in ELA, Math, and Science for qualified students
TK-8 th 9 th -12 th	By trimester By semester	Report Cards	Assessment of learning, psycho/social, and motor, skills
1 st -12 th	At the end of thematic block study- approximately every 3-5 weeks	Main Lesson Block Assessment	Creative and formative assessment through Main Lesson Book work in core subjects
TK and K (through 65 months)	Twice per year	Ages and Stages Questionnaire ASQ-3	Will help teachers and parents work together as partners to best serve young students.
1st-12th	As needed to augment MAPS diagnostic	San Diego Quick Assessment of Reading Ability	Measures recognition of words out of context because proficient readers read as accurately both in and out of context
1 st -12 th	Two times per year (1 st grade in Spring only)	NWEA Map Suite or Comparable Program	National Norm-Referenced Assessment of ELA, Math, and Growth
1 st -12 th	As assigned by teacher-at the end of thematic block study-	Teacher created assessments based on Bloom's Taxonomy	Summative assessment of thematic block study of core subjects

	approximately every 3-5 weeks		
1 st -12 th	Based on individual student performance	Extra Lesson Assessment	To assess whether more activities need to be integrated into the classroom in order to help children maximize their ability to learn

As stated above, CCSS is co-aligned with SCCCS II’s curriculum which is guided by the Core Principles of Public Waldorf education over their academic learning. We plan to use NWEA Map Growth or comparable assessments for placement and skill development needs, and report cards to measure academic, social, and motor skills. SCCCS II will also use student portfolios that include student work samples with a 4-point rubric. A score of 3 will demonstrate grade-level proficiency and achievement.

Extra Lesson Assessment

We will also use an Extra lesson assessment when necessary to learn whether students have sufficiently developed fine and gross motor skills, visual, tactile, auditory, speech, language, cognitive, social and emotional development so that they are primed to be successful learners. Extra Lesson was developed in the 1970's in England, by Audrey McAllen, who developed a first lesson of assessment techniques followed by a curriculum of movement, speech, painting and drawing exercises for children found to have learning barriers based on Rudolf Steiner’s lectures about the developing child. Now, the Association for a Healing Education³³ has developed a comprehensive professional development program to aid schools and teachers toward the following mission:

“To serve the community of schools and educators who address the individual needs of children in Steiner schools and other environments. To support and further develop methods in Waldorf pedagogy, Extra Lesson and therapeutic education which are based on insights of Rudolf Steiner into the nature of human development in order to recognize and remediate hindrances which inhibit children from reaching their full potential.”

Because it has been shown that the listening, concentration, and understanding are associated with a well-developed sensory system, such as the vestibular system, and students will need to focus and sit quietly for extended periods of time in order to listen to vibrant oral presentations of histories, biographies, multicultural and international myths and then write and illustrate in their Main Lesson books, it is imperative that they are developmentally ready. During second grade SCCCS II will also use Extra Lesson assessments when appropriate to assess students’ development of their motor-sensory faculties such as fine and gross motor skills, bodily coordination such as crossing the midline, proprioception (balance and spatial and temporal orientation), and rhythm to incorporate timing and hearing. Using this mid-year assessment, teachers may choose to incorporate more physical-spatial exercises in order to help students further develop these capacities that support learning. Extra Lesson assessments will be used in all grades when necessary to optimize the teacher’s ability to bring further activities that enhance students’ abilities to learn.

NWEA Map Growth Assessments

SCCCS II will use NWEA Map Growth Assessments to measure growth over time in order to apply suggestions for targeted instruction within our use of the Waldorf/Common Core alignment. By

³³ <https://www.healingeducation.org/>

dynamically adjusting to each student's responses, MAP Growth creates a personalized assessment experience that accurately measures performance. Timely, easy-to-use reports help teachers teach, students learn, and administrators lead.

SCCCS II will administer the NWEA Map Growth twice annually for students in grades 2-12 for reading and mathematics and at the end of the year for 1st grade students. The first test will occur within the first month of the academic school year and the second will occur mid-Spring of the same academic year. Testing in the first month of the school year will allow teachers to pinpoint each student's current level of performance as well as a baseline to allow for academic growth measurement in reading and math year by year. Using this assessment approach, SCCCS II will be able to generate a Student Profile Report to allow teachers to pinpoint areas of strengths and weaknesses so that they may customize instruction in order to maximize instructional benefits throughout the year. The mid-Spring assessment will provide a report of areas of growth and/or areas that need further strengthening.

Teachers' Role

- ❖ SCCCS II attaches great value to growing teachers' capacities as instructional leaders. Because teachers thrive with continuous information about each student's current understanding they will be empowered to design and administer daily classroom-based assessments. This will allow them to provide timely and specific instructional feedback to students, families, and service providers as well as adapt lessons, activities, and expectations appropriately. As assessment expert Richard Stiggins argues, classroom-based assessments are vital because teachers need *continuous* information about where each student is *now* in relation to key understandings so that they may adapt lessons, activities, and expectations.³⁴ With this in mind, teachers will work to implement frequent formative assessments. Examples of quick phonics formative assessments used by Waldorf teachers: Four Corners: Students fold a piece of paper into four sections and label each section with a phonics sound. Students are given five minutes to come up with as many words as possible for each section.
 - Differentiation possibility: add affixes as well
- ❖ Phonics Relay: Students are divided into teams and then form a single line. The first student will have a piece of paper, dry-erase board or chalkboard. The student is given a phonics skill. Then they write one word with that skill and run to the end of the line. Depending on the pattern, the students can run through multiple times.
- ❖ Tongue Twisters: Students write tongue twisters using their phonics skill of the week. Challenge them to read a partner's tongue twister until they can say it perfectly. Helps improve fluency.
- ❖ Behind You: A student stands with their back to the board. A word is written behind them that follows a phonics pattern. Students in the group will give clues so that the student can guess the word.
- ❖ Headaches: Students put an index card with an unknown word on their forehead. Partners give hints so that they can guess their word.

³⁴ Stiggins, Richard J. "Assessment, student confidence, and school success." *The Phi Delta Kappan* 81, no. 3 (1999): 191-198.

- Differentiation possibility: One partner can have an affix and the other partner can have a phonics word.

Matching Desire and Effort with Achievement

A balanced approach to assessment is critical to making sense of a child's ability and aptitude for each individual subject. Using our understanding of having a growth mindset and desire to develop the existential intelligence and "hardiness," SCCCS II will aim for students to recognize that there is a direct link between how hard they try and what they can achieve. SCCCS II, therefore, intends to inspire students through adequate preparation for assessments and varying opportunities to demonstrate understanding to embrace assessments with enthusiasm and confidence in order to compel them to apply the requisite effort to achieve educational goals. By allowing time throughout the school day for recitation work, cooperative learning, and peer/cross-age interaction, SCCCS II's program will set students up for appropriate assessment achievement-level.

Parent-Teacher Conferences

Conferences for all students will take place at least once a year, or more, if dictated by individual circumstances. Parents, teachers, or students may request additional conferences. These conferences are essential in that they allow a complete picture of the child's performance to unfold. Conferences are especially effective as a result of SCCCS II's looping model, low teacher-student ratios, and warm community atmosphere.

Main Lesson Items

Main Lesson books, work samples, practice papers, written work and reports, artwork, etc. will be assessed. Teachers will use specific rubrics to ensure validity, reliability, and objectivity to evaluate Main Lesson items. Rubrics will be developed to establish clear assignment expectations and to provide meaningful feedback to students. In the upper grades through High School, students will be made aware of rubric requirements and work toward mastery of each area specified by the teacher.

Demonstrations of Understanding and Mastery

Demonstrations include oral recitations, presentations, reports, performances, or other demonstrations, which occur regularly beginning in first grade, by students individually as well as the class as a group.

Testing

All required tests, as indicated in the table herein, including but not limited to the assessments under the California Assessment of Student Performance and Progress ("CAASPP") testing program, the ELPAC, California Science Test ("CAST"), and the PFT, will be administered in compliance with State law.

Classroom Assessments

Additionally, grade two through twelve semester benchmark assessments and instructional block assessments at all grade levels will be administered throughout the school year. Classroom assessments are an integral part of the school-wide assessment program. Before a lesson or block is taught, the teacher will pose the work to identify the evidence that will be collected from students in order to demonstrate their knowledge and proficiency. The teacher will create the assessment and rubric to measure student outcomes. With these factors in mind, the teacher will plan the appropriate order of learning activities.

Assessment results will inform future instruction. Instructional strategies will be used to challenge students to think at high levels and show acquired knowledge and skills. Example strategies include effective questioning techniques; summarizing and notetaking; collaborative work; non-linguistic representations of key concepts and vocabulary; and effective homework practices. These strategies allow students to demonstrate their learning daily.

Letter Grades

Grades for academic content (based on tests and/or written and/or oral reports, etc.) will be used for specific classes and will be reserved for students at the middle and high school level. The letter grades will represent specific achievement levels based on clear criteria.

SCHOOL-WIDE ASSESSMENT STRATEGIES

Diagnostics in key areas, as noted above, will be given at key intervals throughout the year in core academic areas. Students will be challenged to demonstrate their attainment of specific skills and knowledge areas covered in the previous instructional period. These assessments are in close alignment in both content and context with the CAASPP. In addition to assessment of individual students, SCCCS II will implement a variety of measures for determining the success of the overall school program and the school staff:

Local Control and Accountability Plan (LCAP)

The LCAP is a report of the progress in multiple areas and is used as a method to assess overall school progress. In accordance with Education Code Section 47606.5, SCCCS II shall comply with all elements of the LCAP pursuant to regulations and a template adopted by the California State Board of Education and reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter. SCCCS II shall submit the LCAP to the County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

Staff and Administrative Evaluations

To assure the highest quality education, at a minimum SCCCS II staff will be observed on an annual basis (more frequently for faculty who have worked at SCCCS II less than two years) and will participate in a self-evaluation process.

Parent Involvement

SCCCS II will conduct parent surveys annually, at a minimum, to measure the satisfaction of and solicit feedback from the parent community.

Data Reporting and Use

SCCCS II will utilize an appropriate Student Information System, such as School Pathways, to track student learning and growth, household characteristics, as well as manage and report this data. The system will provide all necessary individuals the ability to access the data in real time so that families may access up to date information. Wherever appropriate the data collected will be used to fine tune SCCCS II's assessment process and monitor the progress of our students. At select intervals throughout the school year SCCCS II will provide paper communication to families who may have limited internet access to

alleviate issues with accessibility. The Principal will ensure proper maintenance of the Student Information System in accordance with SCCCS II's mission and vision.

Some of the features of the SIS which SCCCS II plans to utilize will be:

Alerts & Notifications – in order to send alerts and notifications to staff, parents and students. (*via Email, Text, or Voice Message*)

Templates & Distribution – so that faculty and administrators may create, save, and reuse communications templates. Generate an email or mail merge letter to a class, or whole school or Verify, notification receipt, and map the location of the recipient.

Permissions – In order to control information access and tools utilized and viewed with tiered permission groups.

Automated or Ad Hoc Reports – so that administrators can use automated report generation or pull reports manually at any time as well as create their own ad hoc reports utilizing filters such as grade, gender or age by performance, discipline, attendance, demographics, class size, and enrollment numbers.

The teachers at SCCCS II will be included in data analysis at the aggregate level when appropriate and encouraged to participate in ongoing program evaluation. Changes to curriculum, methods, and other teaching mechanics will be implemented based on faculty suggestions grounded in the analysis of data with the goal of Improvement in student learning outcomes. In addition, results from benchmark assessments will be analyzed by faculty and used to adjust in pacing guides, and intervention services to students. The guiding principles of public Waldorf education and how they map onto CCSS will be consistently sought by teachers and staff. The types of reports, include specific reference to the SARC and that student achievement data will be disaggregated annually to clearly identify the academic performance of students by sub-groups (e.g., by ethnicity, gender, English Learners, foster youth, socioeconomically disadvantaged students, and students with disabilities As well, teachers and staff will analyze data at the individual level in order to properly address specific areas of growth and/or deficiencies of particular students.

ELEMENT 4: Facilities

Governing Law: The location of each charter school facility that the petition proposes to operate. Education Code Section 47605.6(b)(5)(D).

As a countywide benefit charter, SCCCS II will have the opportunity to locate anywhere within Orange County. SCCCS II will be located at 4321 Cerritos Avenue, Cypress, CA 90630, within the boundaries of Cypress Elementary School District and the Anaheim Union High School District. The school districts were notified as required by law more than 30 days before the petition submission. The anticipated needs for SCCCS II have been identified and are consistent with the facility needs. Additionally, SCCCS II is working with Red Hook Capital Partners to identify additional sites that the Charter School may operate simultaneously to fulfill its mission as a Countywide Benefit Charter.

Our space requirements for our next three years of operation to meet enrollment and administrative needs are as follows:

- Minimum 44,704 facility gross square footage (70 - 100 square feet of space per student). This will allow us room to grow from our initial minimum of 492 students in the 1st year to 709 students at full capacity.
- 28 classrooms (at least 18,000 square feet should be designated classroom space <minimum 25 square feet per student>).
- 4 offices for administration (at least 1,000 square feet).
- 5 restrooms (1 for TK/K, 1 for early grades, 1 for primary grades, 1 for junior high, 1 for high school, and 1 for adults) (4,000 square feet)
- An accessible kitchen; commons/lunch area (can be indoors or out) (6,500 square feet)
- Parking for at least 40 employees
- Outdoor space for a playground and garden space
- Ideally located within walking distance to a park, nature center or other open outdoor space

At SCCCS II we recognize the importance of “visceral and sensory” experiences being integral to our program and that our approach may appear difficult or unrealistic to achieve within the scope of facilities readily available. However, we have created a thoughtful program that we do not believe is reliant on large-scale facilities. Gardening, for instance, can occur using the “French intensive” method, which uses small spaces maximizing production. The students would benefit from learning a sustainable method such as this, wherein weeds are reduced, and sun exposure needs are incorporated even in a small 4 x 4 garden plot. Furthermore, the utilization of pots throughout the facility would allow for gardening to occur in an urban setting, further broadening students’ understanding of innovative techniques as well as allowing them to experience “activities that engage the senses.” Furthermore, even with a small kitchen facility, students could participate in small groups if necessary, and/or participate aspects such as measuring out components such as flour and packets of yeast as well as writing the recipe and calculating amounts of items needed. Furthermore, simple acts such as picking basil, or other herbs from the garden to be added to the soup bring the lesson to life. Another example is the act of making butter by shaking a small container of cream until it forms butter does not require large scale facilities or expenditures in order to allow students to have “visceral experiences.” Also, the SCCCS II program provides ample opportunities to engage the full array of senses through the movement/games, music, and handwork components. Feeling and touching various fabrics, yarns, and other materials as well as learning to crochet and knit engage the students’ sense of touch. Music classes clearly access the students’ musical sense of listening and sound. Movement/games invoke all the senses, and our arts-integrated approach that pays special

attention to drawing and painting allows for a heightened visual experience. These educational components of our curriculum do not require large spaces and can be taught in core classrooms.

The budget is included in the appendices. We reserve the right to apply for Prop 39 facilities from school districts where SCCCS II is located.

SCCCS II will annually inspect its facilities to ensure they are safe, orderly, and in full compliance with all applicable legal requirements. Facilities to be utilized by all SCCCS II students, teachers, parents/guardians, vendors etc. shall be accessible pursuant to Section 504 and the ADA. SCCCS II's facilities may be inspected by the County for applicable compliance and any other applicable fire, health, and structural safety requirements. Daily general cleaning by custodial staff will maintain campus cleanliness; Annual and monthly facility inspections will screen for safety hazards. Annually, 90% of all items on monthly site inspection checklists and 90% of facility inspection checklists will be in compliance/good standing and 100% of identified required corrections will be corrected within three months. Daily cleanliness spot checks will also be performed. Monthly site inspection documents and Annual Facility Inspection Reports will be reviewed by the Executive Director.

SCCCS II will maintain active safety plans on file and will hire its own contractors and other appropriate resources as necessary in order to perform maintenance and operations functions required at its facility. SCCCS II 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. SCCCS II agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are always maintained in an operable condition. SCCCS II shall conduct fire drills and fire inspections as required under Education Code Section 32001 and in conjunction with the District (if at District facilities).

SCCCS II shall secure a facility and shall provide the County a Certificate of Occupancy and proper clearances, as applicable to charter schools, no later than 30 days prior to the school's opening date or by a date otherwise agreed to between the parties.

ELEMENT 5: GOVERNANCE STRUCTURE

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 47605.6(b)(5)(E).

NON-PROFIT PUBLIC BENEFIT CORPORATION

SCCCS II will be a directly funded independent charter school and will be operated as a California non-profit public benefit corporation, pursuant to California law upon approval of this charter. SCCC II will comply with the Political Reform Act of 1974, and Government Code section 1090.

SCCCS II will operate autonomously from the County, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the County and SCCC II. Pursuant to Education Code Section 47604(d), the County shall not be liable for the debts and obligations of SCCC II, operated as a California non-profit public benefit corporation, or for claims arising from the performance of acts, errors, or omissions by SCCC II, as long as the County has complied with all oversight responsibilities required by law.

In the appendices, please find the SCCC's Articles of Incorporation, SCCC's Bylaws, and our Conflict-of-Interest Code.

BOARD OF TRUSTEES

SCCCS II will be governed by a corporate Board of Trustees ("Board" or "Board of Trustees") in accordance with its adopted corporate bylaws, which shall be consistent with the terms of this charter.

The Board shall have no fewer than three (3) and no more than nine (9) Trustees unless changed by amendments to the bylaws. All Trustees shall be designated by the existing Board of Trustees. This Board consists of up to seven (7) parent members, and up to two (2) community members. In accordance with Education Code Section 47604(c), the County may appoint a representative to sit on the Board of Trustees. If the County chooses to do so, SCCC may appoint an additional community member to ensure that the Board is maintained with an odd number of Trustees.

Except for the initial Board of Trustees, each Trustee shall hold office unless otherwise removed from office in accordance with the Bylaws for two (2) years and until a successor Trustee has been appointed as required by the position as described below.

Terms for the initial Board of Trustees shall be five (5) seats for a term of either one (1) or two (2) year(s). The terms of the initial Board of Trustees shall be staggered, with three (3) members serving for one (1) year and two (2) members serving for two (2) years. The staggering of the initial Trustees' terms of service will be drawn by lot.

The Permanent Board shall have two parent representatives, and one community representative appointed by the Board existing at the time of the vacancy.³⁵ Community representatives shall have

³⁵ "Community Members" will be sought who have strong ties and recognition in the local community through volunteer activities, philanthropy, public employment, or local business. The Board may choose to select a current

experience in one or more of the following areas: Waldorf education, government, law, business, finance/accounting/marketing, fundraising, facilities, or public relations. Neither the Executive Director or Principal shall serve on the Board or vote in Board elections.

Commencing July 1, 2023, and each year thereafter, upon receipt of a petition for student representation that meets the requirements of Education Code Section 47604.2(b)(2), the Board shall order the inclusion within its membership, in addition to the number of members otherwise prescribed, of at least one student member. A student member of the Board shall have preferential voting rights as defined in Education Code Section 47604.2(b)(4).

The method of board member election, terms, and replacement are all addressed in detail in the Board-adopted bylaws. These bylaws found in the Appendices, include, but are not limited to the following:

1. The means by which Board Members are to be nominated, selected, and removed from office;
2. The duration of each Board Member's term of office;
3. The method by which Board meetings will be held;
4. The means by which parents, teachers, students, and other members of the community may communicate with the Board; and
5. The procedure by which bylaws will be amended.

Board Meetings and Duties

The Board of Trustees of SCCCS will meet regularly, at least once a month (except during the summer) and in accordance with the Brown Act and Education Code Section 47604.1(c). The Board of Trustees is fully responsible for the operation and fiscal affairs of SCCCS including, but not limited to, the following:

- Hire, supervise, evaluate, discipline, and dismissal of the Principal and Executive Director of SCCCS II;
- Approve all contractual agreements;
- Approve and monitor the implementation of general policies of SCCCS II. This includes effective human resource policies for career growth and compensation of the staff;
- Approve and monitor SCCCS II's annual budget and budget revisions;
- Act as a fiscal agent. This includes but is not limited to the receipt of funds for the operation of SCCCS II in accordance with applicable laws and the receipt of grants and donations consistent with the mission of SCCCS II;
- Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices;
- Establish operational committees as needed;
- Regularly measure progress of both student and staff performance;
- Involve parents and the community in school related programs;
- Execute all applicable responsibilities provided for in the California Corporations Code;
- Engage in ongoing strategic planning;

SCCCS parent to serve in the Community Member capacity in the event that the Board cannot find a suitable non-parent community member to serve in this capacity.

- Approve the school calendar and schedule of Board meetings;
- Review requests for out of state trips;
- Participate in the dispute resolution procedure and complaint procedures when necessary;
- Approve charter amendments as necessary and submit requests for material revisions as necessary to the County for consideration;
- Approve annual independent fiscal audit and performance report;
- Appoint an administrative panel or act as a hearing body and take action on recommended student expulsions.

The Board may initiate and carry on any program or activity or may otherwise act in a manner which is not in conflict with or inconsistent with or preempted by any law and which are not in conflict with this charter or the purposes for which schools are established.

SCCCS shall comply with the Brown Act and Education Code Section 47604.1(c).

The Board has adopted a Conflict-of-Interest Code that complies with the Political Reform Act, Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1, and Corporations Code conflict of interest rules, and which shall be updated with any charter school-specific conflict of interest laws or regulations. As noted above, the draft Conflict of Interest Code is attached within the appendices. As required, the Conflict-of-Interest Code will be submitted to the County Board of Supervisors for approval.

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of SCCC II any of those duties except for budget approval or revision, approval of the fiscal audit and performance report, and the adoption of Board policies. The Board, however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing.
- Specify the entity designated.
- Describe in specific terms the authority of the Board of Trustees being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation.
- Require an affirmative vote of a majority of Board members.

PROFESSIONAL DEVELOPMENT

The Board of Trustees will attend an annual in-service for the purposes of training individual board members on their responsibilities with topics to include at minimum, board governance, conflicts of interest and the Brown Act. Other topics to be covered include; Political Reform Act, Government code section 1090, Conflict of Interest Code Basics, Statement of Economic Interest Basics (Form 700), 501(c)(3) corporations, Brown Act/Open Meetings, and Penalties. New board members will attend an orientation meeting to be completed within 30 days of their addition to the board.

The SCCCS Board will undergo an annual evaluation in order to gauge its effectiveness and assess any areas needing adjustment or reinforcement.

EXECUTIVE DIRECTOR

The Executive Director will be the business leader and in concert with the Principal at each site, be the cultural leader of SCCCS II. He or she will be responsible for ensuring that the Charter School complies with all state requirements, has adequate funding and external resources to maximize student-learning experiences. The Executive Director of SCCCS II will report directly to the Board of Trustees. The Executive Director will supervise the school Principal at each site, and serve as the liaison between the Board of Trustees and the authorizing County and other outside agencies. The Executive Director's duties shall include tasks assigned by the Board of Trustees. These tasks will include, but are not limited to, the following:

- Communicate and report to the Board of Trustees.
- Oversee school finances to ensure financial stability including fiscal planning, budgeting and working with SCCCS II's back-office provider, EdTec.
- Present fiscal audit to the Board of Trustees and, after review by the Board of Trustees, present audit to the County Board of Education and the County Superintendent of Schools, the State Controller, and the California Department of Education.
- Communicate with Charter School legal counsel and any outside consultants.
- Attend all Board of Trustees' meetings and attend as necessary County Board of Education meetings as the charter representative.
- Facilitate regular school functions, including graduations, festivals, and assemblies.
- Initiate, participate in, and oversee fundraising for Sycamore Creek Community Charter School II.
- Work with the Principal to establish and maintain a system to handle organizational tasks such as student records, teacher records, teacher credentialing information, and contemporaneous attendance logs,
- Establish and maintain a system to handle purchasing, budgets, and timetables.
- Promote and publish the Charter Program in the community and promote positive public relations and interact effectively with the media.
- Be the direct liaison with the authorizer.
- Attend meetings with the Chief Financial Officer of the County on fiscal oversight issues as requested by the County;
- Develop the School annual performance report, SARC, and LCAP.
- Provide all necessary financial reports as required for proper attendance reporting.
- Oversee facility maintenance and aesthetic quality of site.
- Hire, promote, discipline, and dismiss all employees of SCCCS II.

THE SITE PRINCIPAL

The Site Principals will be the instructional leader at the school they oversee. In concert with the Executive Director, the Site Principals will be the cultural leaders of their school. The Site Principal will ensure that the curriculum is implemented in order to maximize student-learning experiences at their school. The Site Principal must report directly to the Executive Director. The Site Principal oversees the order operation and the supervision of the employees at their site. Additionally, they retain autonomy over pedagogical decisions as well as all student related activities.

The Site Principal shall perform assigned tasks as directed by the Executive Director and shall be required to undertake some or all of the tasks detailed below. These tasks may include, but are not limited to, the following:

- In concert with the Executive Director, ensure SCCCS II enacts its mission;
- Coach, support, and evaluate teachers and staff;
- Participate in and develop professional development workshops as needed;
- Serve or appoint a designee to serve on any committees of SCCCS II;
- Interview and recommend employee hiring, promotion, discipline, and/or dismissal;
- Ensure compliance with all applicable state and federal laws and help secure local grants;
- Communicate with parents, recruit new families and students, and assure families of academic growth;
- Take responsible steps to secure full and regular attendance at school of the students enrolled in accordance with policies established by the Board of Trustees;
- Complete and submit required documents as requested or required by the charter and/or SCCCS Board of Trustees and/or the County;
- Identify the staffing needs of SCCCS II and offer staff development as needed;
- Ensure that appropriate evaluation techniques are used for both students and staff;
- In concert with the Executive Director, establish and maintain a system to handle organizational tasks such as student records, teacher records, teacher credentialing information, contemporaneous attendance logs,
- Hire qualified substitute teachers as needed;
- Ensure the security of the school building;
- Promote SCCCS II in the community and promote positive public relations and interact effectively with media;
- Encourage and support teacher professional development;
- Manage student discipline, and as necessary participate in the suspension and expulsion process;
- Participate in IEP meetings as necessary.
- WASC accreditation.

The above duties, with the exception of personnel matters, may be delegated or contracted as approved by the Board of Trustees to a business administrator of SCCCS II, another appropriate employee, or third-party provider.

FACULTY COMMUNITY COUNCIL

All full-time faculty members will participate in the SCCCS II Faculty Community Council governed by their own internal adopted bylaws. The Faculty Community Council will meet on a weekly basis to discuss the life of SCCCS II and its community. In addition to their primary role as classroom teachers, the faculty ensures the quality of programs and maintains the highest possible standards in the conduct of SCCCS II's activities. The Faculty Community Council will act as an advisory group to the Board of Trustees concerning curriculum, policy, and program issues.

The Faculty Community Council will also:

- Monitor student progress toward meeting charter outcomes and state achievement targets.
- Implement the curriculum and participate in the life of SCCCS II, including festivals and celebrations.

- Implement appropriate teaching strategies, student interventions, and assessment tools to ensure that SCCCS II students achieve their full potential.
- Participate in school committees, IEP activities, and Student Success Teams.
- Participate in professional development activities.
- Select representatives to serve on school subcommittees, such as the Hiring Committee, Strategic Planning, Budget Committee, and Festival Committee.
- Select Faculty Chair(s) to assist in the administration of the educational program.

PARENT/GUARDIAN COMMUNITY COUNCIL

Parents and Guardians will be encouraged to form a Parent/Guardian Community Council (“PCC”) to be responsible for parent/guardian involvement in school activities, fundraising, and advising the SCCCS Board of Trustees on any and all matters related to the strengthening of the SCCCS community. Parent/Guardian participation will play a vital role in the effectiveness of our program.

The Parent/Guardian Community Council shall consist of parent/guardian and grandparent volunteers who will meet regularly (at least monthly) to support the life of SCCCS II. The Parent/Guardian Community Council shall also consist of a Chair, Co-chair and Secretary, the chairs of each committee, and a faculty member. The Parent Community Council shall be governed by its own set of adopted bylaws. The PCC will:

- Create a forum for discussion of matters of interest and concern to the parents/guardians of SCCCS II.
- Act as a communication channel between the parents/guardians and other individuals and groups, both within and outside the school community.
- Facilitate cultural and social activities that contribute to the life of SCCCS II.
- Coordinate and sponsor committees, clubs, and other activities that contribute to the life of SCCCS II.

PARENT/GUARDIAN INVOLVEMENT

In addition to maintaining a minimum of two parent/guardian participants on the Board and encouraging parent participation on the Parent/Guardian Community Council, parents will be encouraged to volunteer. The Principal shall maintain a comprehensive list of volunteer opportunities including but not limited to the following: volunteering at the school (including at-home assistance); , attending parent-teacher conferences; attendance at charter school Board meetings; assembling newsletters, assembling craft activities for festivals, and/or collating supplies for teachers (such as block and stick crayons, colored pencils, erasers, etc.), participation in the planning of, or attendance at, fundraising or academic/arts events; or, other activities. Earlier, in the Parent/Guardian Community Council section, we explained that parent/guardian volunteer hours will be managed and supervised by the Parent/Guardian Community Council (functioning like a PTA). To reiterate, no child will be excluded from SCCCS II or school activities due to the nonparticipation by his or her parent or legal guardian. Outreach to families to encourage volunteering will occur through the PCC, which will work closely with administration to ensure all volunteer activities are clearly stated that they are voluntary. The participation philosophy stems from the view that SCCCS II wants to foster community to further the educational goals of our students. The idea is that through safe, enjoyable, and voluntary activities, staff, parents/guardians, and students will form stronger bonds that have a ripple effect into the greater community. SCCCS II understands FERPA and will assure compliance in all activities.

As mentioned, to encourage parent/guardian involvement, SCCCS II shall do the following:

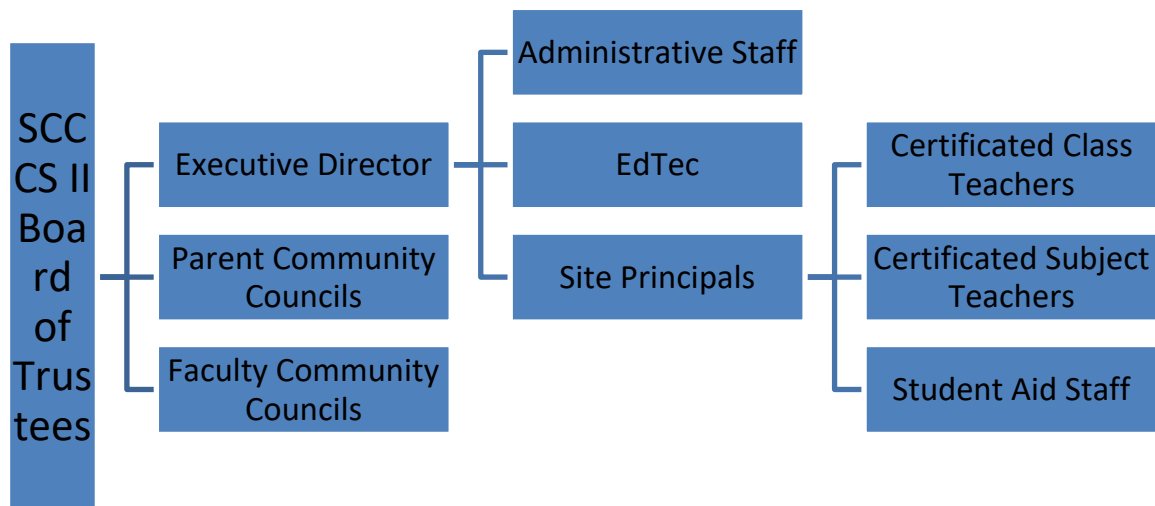
- Maintain a list citing a wide variety of participation opportunities for parents.
- Offer parent education lectures.

Other possible volunteer activities can include, but are not limited to:

- Service on a school committee.
- Hospitality at a school event by hosting a visiting teacher candidate or speaker.
- Service as “Class Parent.”
- Service as Parent/Guardian Community Council officer or committee chairperson.
- Service on SCCCS II Board of Trustees.
- Coordinating field trips.
- Coordinating sets and costumes for annual class plays.
- Assisting with fundraisers.

Communication between school staff and parents shall take place through phone calls, e-mail, newsletters, and face-to-face meetings as necessary. Parents and guardians are encouraged to express their concerns, to visit the school, and schedule time to meet with staff.

ORGANIZATIONAL CHART



SYCAMORE CREEK COMMUNITY CHARTER SCHOOL II, A COUNTYWIDE BENEFIT CHARTER SCHOOL

Role	Brief Overview of Responsibilities	Brief Overview of Eligibility for Participation
Board of Trustees	Strategy, fiscal oversight, hiring of the Principal and the Executive Director	Parent or Community member who has attended a minimum of three full board meetings, and if selected will regularly attend board meetings. Willing to support the Charter and leadership of the school, serve as officers, committee positions and complete assignments in between meetings. Experience in Waldorf education, government, law, business, finance/accounting, fundraising, or public relations preferred.
Faculty Community Council (FCC)	Works collaboratively with the Board, Principal, and Executive Director to support the mission of SCCCS II to bring public Waldorf education to the Community.	All full-time faculty will participate in SCCCS II FCC.
Parent/Guardian Community Council (PCC)	Works collaboratively with the Board, Principal, and Executive Director to support the mission of SCCCS II by promoting parental engagement in fundraising, teacher support, and school beautification.	Parent, Grandparent, guardian volunteers who are willing to meet regularly and be responsible for leading parent involvement in school activities, fundraising and advising the SCCCS Board of trustees.

ELEMENT 6: EMPLOYEE QUALIFICATIONS

Governing Law: The qualifications to be met by individuals to be employed by the charter school. Education Code Section 47605.6(b)(5)(F).

OVERVIEW

All employees of SCCCS II will show dedication to students and the mission of the school. SCCCS II is committed to hiring staff members who support the Charter School's educational philosophy and mission. Employees will be both innovative individuals with a passion for lifelong learning, and coaches and facilitators of learning. They will be committed to developing the social, civic, character, and academic potential of each student. All staff members will possess experience and expertise appropriate for their position according to the SCCCS II's adopted personnel policies, and federal and state statutes applicable to SCCCS II. In addition, staff should be flexible and innovative.

It is the intent of SCCCS II to hire employees who are dedicated to providing instruction for children according to core guiding principles of public Waldorf education and academic content standards adopted by the State Board of Education. SCCCS II will comply with all state and federal laws concerning the maintenance and disclosure of employee records. Teachers hired by SCCCS II will hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment. These documents shall be maintained on file at the Charter School and are subject to periodic inspection by the County. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. Teachers employed by charter schools during the 2019–20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher's certificated assignment. Selection and appointment of employees at SCCCS II will be the exclusive prerogative of the SCCCS II. As such, the SCCCS Board of Trustees shall set the terms and conditions of employment by establishing personnel policies, which include, but are not limited to meeting the guidelines set forth by ESSA and applicable state and federal law.

SCCCS II is an equal employment opportunity employer. SCCCS II will not discriminate against any applicant or employee on the basis of his/her actual or perceived age (40 and over), race, Religious Creed (including religious dress and grooming practices), color, national origin (including language use restrictions), ancestry, citizenship, denial of Family and Medical Care Leave, gender, gender expression, gender identity, sexual orientation, Sex (which includes pregnancy, childbirth, breastfeeding and medical conditions related pregnancy, childbirth or breastfeeding, marital status, physical or mental disability including HIV and AIDS, medical condition (cancer and genetic characteristics), genetic information, Military and Veteran Status or any other basis prohibited by Education Code Section 220. Decisions relative to the hiring of the Executive Director and the Principal rest with the Board of Trustees. Decisions relative to the hiring of all remaining employees rest with the Board of Trustees upon recommendation of the Executive Director and Principal. SCCCS II shall comply with all applicable laws regarding fingerprinting, drug testing, and other Charter School policies pertaining to the safety and health of all employees and students. SCCCS II shall comply with all laws regarding criminal background checks, including Education Code Sections 45125.1 and 44237. Furthermore, SCCCS II is a "School of Choice" and no employee will be forced to work for SCCCS II.

Organizational Structure

Role	Brief Overview: Roles and Responsibilities	Brief Overview of Qualifications
Executive Director	Visionary and business leader of SCCCS II. Overseer of operations and collaborates with the Site Principals, PCC, and FCC to support the mission of SCCCS II. Reports to the Board of Trustees.	Master’s degree or higher and/or Administrative Credential. Business management and fundraising experience. Experience in dealing with various levels of government preferred.
Site Principal(s)	Instructional and cultural leader of SCCCS II. Collaborates with the Executive Director, PCC, and FCC to support the mission of SCCCS II. Reports to the Executive Director.	A Master’s Degree or higher and/or Administrative Credential. Relevant experience with Waldorf teaching, organizational leadership with emphasis on expertise in curriculum design, supervision and evaluation using methods prescribed by Rudolf Steiner. Minimum five years teaching and two years administering preferred. Effective communication with diverse groups, language fluency in addition to English preferred.
Certificated Teachers	Teachers responsible for instruction delivered through methods guided by principles of public Waldorf education.	A bachelor’s degree and the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher’s certificated assignment. Minimum two years teaching experience and Waldorf methodology training preferred.
Counselor(s)	Focuses primarily on post-secondary counseling needs at SCCCS II, provides training for parents/guardians/students. Focuses secondarily on the social-emotional learning needs at SCCCS II, provides individual and small group supports, Collaborates with Director of Sped teachers, staff, and students/families. Reports to the Site Principal.	A master’s degree and a Pupil Personnel Credential required for Designated Instructional Services. Exceptional oral and written communication skills. Bilingual (English/Spanish) highly desirable. Experience providing individual and group counseling and working in a middle and high school setting.
Administrative Staff	Assist Executive Director and Site Principal in collaborating with FCC, PCC, Board and both Certificated and non-Certificated Teachers in all school business matters. Maintain	High school diploma; AA degree or two years of college preferred. Minimum of two years’ experience in a similar position. Excellent communication skills; computer

	inventory of all school goods and equipment. Arrange and supervise maintenance of school grounds and properties. Maintain school enrollment documents and all required reports.	skills including data management; attention to detail; highly organized and efficient; and able to multitask.
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Teachers

Teachers must hold the Commission on Teacher Credentialing certificate, permit, or other document required. Teachers employed by charter schools during the 2019–20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher’s certificated assignment. Transitional Kindergarten classes will have at minimum one CTC credentialed teacher with 24 units of childhood education as determined by the local educational agency. A child development permit will also be issued by CTC. Faculty will also have or pursue training in curriculum and methods inspired by principles that guide public Waldorf education.

Accordingly, the minimum qualification for teachers is:

- A bachelor’s degree
- The Commission on Teacher Credentialing certificate, permit, or other document required for the teacher’s certificated assignment. Teachers employed by charter schools during the 2019–20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher’s certificated assignment.
- Two years of teaching experience is preferred.
- Be skilled at or willing to be trained in Waldorf methods and be willing to continue education through additional courses and training in Waldorf education (available locally at WSOC), workshops, summer intensive training seminars (available through WISC [Los Angeles and San Diego], Sebastopol Charter, and Summerfield in Santa Rosa, and staff development provided on in service days and otherwise. If the applicant does not have sufficient Waldorf training SCCCS II will aid them in pursuing further Waldorf professional development in one of the summer intensive training programs and/or the programs offered during the year in Southern California.

In addition, teachers who desire a position with SCCCS II must:

- Be willing to work collaboratively with parents in the classroom and community
- Show enthusiasm for collaboration with other teachers at the school
- Strive toward implementing the SCCCS II mission
- Be skilled at or be willing to be trained in the Waldorf teaching practices used at SCCCS II or willing to learn.
- Demonstrated competencies of teaching using principles guided by public Waldorf Education
- Belief in the basic philosophy of incorporating methods and curriculum guided by the Core Principles of Public Waldorf Education
- Be proactive in partnering with parents as educators
- Develop and maintain an awareness of intellectual, social, as well as emotional needs of students
- Demonstrate strong written, verbal, and physical communication skills.

- Able to cooperatively work with all SCCCS II staff to ensure the success of every student by inwardly cultivating the philosophy that “no job is too small or too big to accomplish” if it benefits students at SCCCS II.

Teachers at SCCCS II will abide by the adopted regulations of the State Board of Education. All SCCCS II teachers will complete the Certificate of Compliance and provide documentation of experience, test scores, transcripts, and/or other qualifying documentation.

School Counselor

The school counselor will focus primarily on post-secondary counseling needs at SCCCS II, providing training for parents/guardians and families on college preparation, trade schools, or careers. The school counselor coordinates information about college admissions and financial aid, supports alumni services, and involves work with teachers, staff, and students/families. The school counselor will focus secondarily on the social-emotional learning needs at SCCCS II, provides individual and small group support, serves as a member of the crisis response team, and involves work with teachers, staff, and students/families.

Minimum Qualifications:

- MA/MS/MSW degree from an accredited college or university preferred
- Pupil Personnel Credential required for Designated Instructional Services
- Exceptional oral and written communication skills
- Large and small group facilitation which may include classroom teaching assignment
- Bilingual (English/Spanish) highly desirable
- Experience providing individual and group counseling and working in a middle and high school setting
- Strive toward implementing the SCCCS II mission

Site Principal

The SCCCS II Site Principals serve as the primary instructional leader of the school. Selection of the Site Principals by the Executive Director will be based on proven experience in educational leadership, educational vision, and relevant experience in a Waldorf School setting with our targeted student population, demonstrated ability in program design and/or development, and interest and commitment to educational reform.

Selection of the Site Principals will be based on proven experience meeting the following qualifications:

- A Master’s Degree or higher and/or Administrative Credential. An applicant without a current Administrative Credential may be considered if the applicant has a strong enduring background as a teacher and/or as an administrator in a Waldorf School, public or private.
- Relevant experience with Waldorf teaching and organizational leadership and educational innovation.
- Relevant successful experience as a school leader and teacher; a minimum of five (5) years of teaching experience and two (2) years of administrative experience is preferred.
- Expertise in curriculum design, supervision and evaluation using the methods prescribed by Rudolf Steiner.
- Ability to communicate effectively with diverse groups, the Board, and the community; language fluency in addition to English is valued.
- Experience, sensitivity, and knowledge of learning differences is preferred.

- Interest in Sycamore Creek Community Charter School II's unique educational model guided by the core principles guided of public Waldorf education and a strong commitment to its success.
- Other qualities deemed important

Preferred qualities will include:

- Unquestionable integrity
- Strong Leadership and Team Building Skills
- Effective Analytical and Critical Thinking Skills
- Ability to Communicate Effectively
- A Passion for Excellence

Executive Director

Sycamore Creek Community Charter School II's Executive Director handles the business and regulatory requirements of the school. Selection of the Executive Director by the Board of Trustees will be based on proven relevant experience in management and fundraising as well as a passion and commitment to educational reform.

Selection will be based on proven experience meeting the following qualification:

- Master's or higher degree and/or school administrator credential and/or has experience administering an educational program or management/administration experience.
- Experience managing day-to-day operations of public or private organizations
- Experience of fundraising for education and/or public/private organizations
- Business and educational background and/or evidence of diverse fiscal responsibility
- Experience dealing with various levels of State or Federal government preferred
- Experience creating and managing a major budget and/or P&L responsibility
- Experience or familiarity with local, state and national education policies and procedures
- Understanding of legal compliance, health, safety, and other operational management concerns
- Appreciating and understanding of Waldorf Education Other qualifications and/or qualities deemed important by the Board
- Hire, promote, discipline, and dismiss Site Principals, and Administrative Staff

Administrative Staff

Office Personnel will be selected by the Site Principals on an application and interview basis in consultation with other staff members and teachers as appropriate. Selection will be based on experience, professional attitude, skills, and ability to perform the job duties for the position.

Minimum Qualifications:

- High school diploma; AA degree or two years of college preferred.
- Minimum of two years' experience in a similar position.
- Excellent communication skills; computer skills including data management; attention to detail; highly organized and efficient; and able to multitask.

Employee Recruitment and Policies

SCCCS II's recruitment plan involves the creation of a web-based employment application through Ed-Join, and postings on national Waldorf employment websites, attendance at local teacher employment fairs, job postings at local Waldorf schools and the media, as well as one-on-one recruitment of master teachers in surrounding districts.

When a vacancy occurs, the Charter School shall:

- Announce openings;
- Recruit applications, request resumes, and screen applications; and
- Interview and select candidates.

Teaching candidates will be required to submit a packet that includes a letter of introduction, references, and a resume. After an initial screening selected candidate will be invited to meet with the Hiring Committee. Afterwards they may be selected to perform a demonstration lesson. If a candidate successfully passes through the hiring process, pending board approval they will be offered a position.

All personnel policies shall be included in an Employee Handbook, to be developed following approval of the charter petition. The Employee Handbook shall be distributed annually and read and signed by all employees.

Employee Evaluation

Formal performance evaluations will be conducted at the end of an employee's initial period in any new position. This period, known as the introductory period, allows the supervisor and the employee to discuss the job responsibilities, standards, and performance requirements of the new position. Additional formal performance evaluations will be conducted to provide both supervisor and employees the opportunity to discuss job tasks, identify and correct weaknesses, encourage, and recognize strengths, and discuss positive, purposeful approaches for meeting goals. The performance of all employees shall generally be evaluated according to an ongoing 12-month cycle, beginning at the fiscal-year end. .

Professional Development

SCCCS II shall establish a Professional Development Plan (PDP) for the Charter School. This plan will provide the foundation from which an annual slate of professional development activities is prepared. The PDP will be an opportunity for employees to develop career and educational goals and in order to best serve EL, Special Education low achieving students, as well as meet expectations related to Public Waldorf Education. Typical activities available to faculty and staff include, professional conferences, equity workshops, technology training, and other applicable in-service opportunities. The employees and Principal will develop the PDP, which shall be reviewed and revised annually as necessary to meet SCCCS II's objectives. Professional development goals and the attainment of such are incorporated into the annual employee performance evaluation.

In-Service Training

All administrators and teacher facilitators will receive in-service training by consultants, outside providers, and/or employees hired for such purposes. Teachers and staff will receive training from these consultants

and other trainers at least once annually. Such training may include, but is not limited to the following topics:

- Crisis Intervention
- On-site teacher mentoring by one or more Waldorf curriculum specialists
- Meaningful pre-service and in-service training by Special Education, state standards, and Waldorf curriculum specialists
- Professional Development based on Common Core Standards
- Weekly pedagogical meetings to discuss teaching challenges and successes and share and develop strategies for excellent instruction
- Attendance in the annual Alliance Waldorf Public Educators conference
- Each teacher in coordination with the Site Principal will develop a PDP to include a plan for earning a Waldorf Teaching Certificate (if not already attained).
- Other areas as appropriate

***A more detailed tentative calendar of professional development for teachers and staff is included in Element One under the Curriculum and Instructional Design Section

SCCCS II Staffing Plan – Year 1

As further detailed in our budget narrative, in year one, there will be one (1) Executive Director, (1) Principal, and eighteen (18) certificated classroom teacher positions:

- 3 Transitional and traditional Kindergarten teachers
- 2 First Grade teachers
- 2 Second Grade teachers
- 2 Third Grade teachers
- 2 Fourth Grade teachers
- 2 Fifth Grade teachers
- 2 Sixth Grade teachers
- 2 Seventh Grade teachers
- 1 Eighth Grade teacher
- 1 Spanish teacher
- 1 Handwork teacher
- 1 Games (PE) teacher
- 1 Strings teacher
- 1 Director of Special Education
- 1 School Psychologist
- 1 School Counselor
- Resource Teacher
- 5 Instructional Aids
- Administrative staff

ELEMENT 7: HEALTH AND SAFETY PROCEDURES

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) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, 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 47605.6(b)(5)(G).

HEALTH AND SAFETY POLICIES

In order to provide safety for all students and staff, SCCCS II will adopt and implement full health and safety policies and procedures and risk management policies at its school site in consultation with its insurance carriers and risk management experts. These policies will be incorporated into the SCCCS II student and staff handbooks and will be reviewed on an ongoing basis by the Executive Director, Principal, and Board of Trustees. SCCCS II shall ensure that staff are trained annually on the health and safety policies.

The following is a summary of the health and safety policies of SCCCS II:

Procedures for Background Checks

Employees and contractors of SCCCS II will comply with all applicable state and federal laws regarding background checks, and clearance of all personnel will comply with all State and federal laws concerning the maintenance and disclosure of employee records.

Employees and contractors of SCCCS II will also be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Charter School shall not hire any person, 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. The Principal of SCCCS II shall monitor compliance with this policy and report to the SCCCS II Board of Trustees on a regular basis. The Board President shall monitor the fingerprinting and background clearance of the Principal. 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. The Executive Director will serve as the Custodian of Records per the California Department of Justice Requirements.

Role of Staff as Mandated Child Abuse Reporters

All non-certificated and certificated staff will be mandated child abuse reporters and will follow all applicable reporting laws., the same policies and procedures used by the County. The Charter School shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.

Tuberculosis Risk Assessment and Examination

Faculty and staff will be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students as required by Education Code Section 49406 and for employees at least once each four years thereafter.

Immunizations

All enrolled students and staff will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. All rising 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster.

Medication in School

SCCCS II will adhere to Education Code Section 49423 regarding administration of medication in school. The Charter School will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members.

Vision, Hearing, and Scoliosis

Students will be screened for vision, hearing and scoliosis. SCCC II will adhere to Education Code Section 49450 *et seq.* as applicable to the grade levels served by SCCC II.

Diabetes

The Charter School shall make the type 1 diabetes informational materials accessible to the parent or guardian of a pupil when the pupil is first enrolled in elementary school. SCCC II 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 of 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.

Access to Mental Health Services

The Charter School will comply with the requirements of Education Code Section 49428. At least twice every school year, the Charter School will notify parents/guardians and students about how to access mental health services on campus or in the community.

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 12 of human trafficking prevention resources.

Preventing Bullying

The Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying. The Charter School 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.

Immigration Policy

The Charter School will comply with the requirements of AB 699 (2017-2018). The Charter School will adopt policies that align with guidance issued by the California Attorney General.

Menstrual Products

The Charter School shall always stock the Charter School's restrooms with an adequate supply of menstrual products, available and accessible, free of cost, in all women's restrooms and all-gender restrooms, and in at least one men's restroom.

The Charter School shall post a notice regarding the requirements of this paragraph in a prominent and conspicuous location in every restroom required to stock menstrual products. This notice shall include the text of Education Code Section 35292.6 and contact information, including an email address and telephone number, for a designated individual responsible for maintaining the requisite supply of menstrual products.

Nutritionally Adequate Free or Reduced Price Meal

The Charter School shall provide each needy student, as defined in Education Code Section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code Section 49553(a), during each school day.

The Charter School shall provide two school meals 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.

California Healthy Youth Act

The Charter School shall teach sexual health education and human immunodeficiency virus (“HIV”) prevention education to students in grades 7-12 at least once in middle school and at least once in high school, pursuant to the California Healthy Youth Act (Education Code Section 51930, *et seq.*).

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)-(J):

- child abuse reporting procedures
- routine and emergency disaster procedures
- policies for students who committed an act under 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/guardians, 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, 25291.5, 47605, and 47605.6
 - procedures for conducting tactical responses to criminal incidents

Emergency Preparedness

SCCCS II shall adhere to an Emergency Preparedness Handbook drafted specifically to the needs of the school site in conjunction with law enforcement and the Fire Marshall. This handbook shall include, but not be limited to, the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. If assuming a facility that was previously used as a school site, any existing emergency preparedness plan for the school site shall be used as a starting basis for updating the handbook for SCCC II.

Staff shall receive training in emergency response, including appropriate "first responder" training or its equivalent.

Blood Borne Pathogens

SCCCS II shall meet state and federal standards for dealing with blood borne 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 blood borne viruses, including 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.

Drug-, Alcohol-, and Smoke-Free Environment

SCCCS II shall function as a drug-, alcohol-, and smoke-free environment.

Facility Safety

SCCCS II shall obtain a certificate of occupancy before the start of school and 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. SCCC II agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are always maintained in an operable condition. SCCC II shall conduct fire drills and fire inspections as required under Education Code Section 32001 and in conjunction with the District (if at District facilities).

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. In the event the Charter School participates in any interscholastic athletic programs, it shall comply with all applicable requirements, including, but not limited to, adopting a written emergency action plan for sudden cardiac arrest or other medical emergencies related to athletic programs, and acquiring at least one automated external defibrillator.

Sports Injuries

SCCCS II shall comply with the requirements of Education Code Section 49475 regarding concussions/head injuries with respect to any athletic program offered by or on behalf of SCCC II.

Comprehensive Anti-Discrimination and Harassment Policies and Procedures

SCCCS II is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulations. The Charter School shall develop a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee

misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School's anti-discrimination and harassment policies.

A copy of the policy shall be provided as part of any orientation program conducted for new and continuing pupils at the beginning of each quarter, semester, or summer session, as applicable, and to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, or at the time that there is a new employee hired. The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code Section 231.6 and shall prominently and conspicuously display the poster in each bathroom and locker room at the school site and in public areas at the school site that are accessible to, and commonly frequented by, pupils.

Furthermore, a draft of SCCCS II's comprehensive policy regarding Sexual Harassment Policies and Procedures will be included in the handbook.

ELEMENT 8: STUDENT POPULATION BALANCE

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 county board of education 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 47605.6(b)(5)(H).

SCCCS II anticipates that our education model will attract many students from all sectors of society. To create a school community that reflects the diversity of the general population residing within Orange County, SCCCS II will strive to recruit students from a range of racial, ethnic, cultural, linguistic (including ELs and RFEPs), ability, and socioeconomic diverse backgrounds. Our program will bring a sense of validation and encouragement to families from diverse and multicultural backgrounds seeking a unique educational experience. This mindset will assist us in our overall recruiting efforts. SCCCS II is committed to designing measurable approaches to underscore our dedication in establishing a diverse student body. SCCCS II will maintain an accurate accounting of the balance of racial and ethnic students, students with disabilities, ELs and RFEPs, and SED students enrolled in the school and will use this information to determine where additional outreach efforts are needed.

SCCCS II shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender expression, gender identity, 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 or association with an individual who has any of the aforementioned characteristics).

Our recruiting plan includes ongoing community outreach in English and Spanish that explains how SCCCS II will provide an educational alternative for any interested families in Orange County. In order to recruit students who are ELs, all materials will be developed in English and Spanish as well as other languages as the need arises. In order to recruit students who are racially, ethnically, linguistically (including ELs and RFEPs), ability, and socioeconomically diverse, recruitment activities will focus on groups and gatherings. We are committed to serving any child who wishes to attend SCCCS II and our recruitment efforts will include Latino, Asian, Latinx, Black or African-American, and other multi-racial communities, English Learner, and socioeconomically disadvantaged populations.

DATA AND ANALYSIS

Below is a table created using the California Education Site <http://dq.cde.ca.gov/dataquest/> that shows the ethnic/racial and SES characteristics of the elementary and middle schools in Orange County.

Table 8. Percentages of students who are African American, Asian, Hispanic or Latino, English Learners, Reclassified Fluent English Proficient students, and socioeconomically disadvantaged students who qualify for Free or Reduced Price Meals in 2021-22 in Orange County by District

District	African American	Asian	Hispanic or Latino	English Learner	Reclassified Fluent English Proficient	Free & Reduced Price Meals
Anaheim Elementary	1.30%	4.50%	84.60%	49.40%	12.40%	75.30%
Anaheim Union High	2.00%	13.30%	69.50%	21.30%	42.50%	73.50%
Brea-Olinda Unified	1.40%	25.50%	39.00%	9.90%	12.90%	23.40%
Buena Park Elementary	3.60%	16.10%	66.80%	34.60%	12.70%	74.60%
Capistrano Unified	1.70%	6.50%	28.30%	9.60%	7.70%	25.90%
Centralia Elementary	2.70%	17.80%	51.40%	24.70%	8.60%	64.90%
Cypress Elementary	2.40%	37.50%	28.80%	15.60%	8.30%	43.20%
Fountain Valley Elementary	0.50%	37.00%	18.20%	11.70%	7.60%	21.50%
Fullerton Elementary	1.30%	22.80%	52.00%	22.20%	11.50%	55.90%
Fullerton Joint Union High	1.60%	19.00%	58.80%	11.60%	30.80%	56.20%
Garden Grove Unified	0.60%	35.00%	53.30%	33.00%	29.20%	71.80%
Huntington Beach City Elementary	0.50%	10.90%	21.10%	5.60%	2.00%	19.90%
Huntington Beach Union High	0.90%	27.80%	30.00%	10.70%	25.40%	50.90%
Irvine Unified	2.10%	46.80%	12.50%	16.40%	13.60%	19.50%

SYCAMORE CREEK COMMUNITY CHARTER SCHOOL II, A COUNTYWIDE BENEFIT CHARTER SCHOOL

La Habra City Elementary	0.70%	2.10%	87.50%	26.00%	13.60%	65.30%
Laguna Beach Unified	0.70%	4.50%	12.40%	2.40%	3.50%	18.30%
Los Alamitos Unified	2.40%	14.10%	28.20%	2.20%	5.60%	16.10%
Lowell Joint	1.40%	4.50%	69.20%	7.50%	7.40%	53.20%
Magnolia Elementary	3.20%	11.40%	71.30%	41.70%	12.90%	81.70%
Newport-Mesa Unified	0.80%	4.80%	46.80%	18.30%	15.40%	33.60%
Ocean View	1.10%	14.10%	41.40%	20.70%	9.70%	57.00%
Orange County Department of Education	2.60%	13.30%	52.50%	16.30%	16.80%	47.80%
Orange Unified	1.20%	10.00%	56.70%	18.00%	17.80%	38.80%
Placentia-Yorba Linda Unified	1.20%	17.50%	44.80%	14.40%	11.80%	45.20%
Saddleback Valley Unified	1.10%	8.80%	38.20%	18.70%	7.10%	31.10%
Santa Ana Unified	0.20%	1.90%	95.90%	40.40%	33.30%	59.40%
Savanna Elementary	3.30%	12.80%	61.00%	34.00%	6.10%	79.80%
SBE - Magnolia Science Academy Santa Ana	2.90%	2.50%	87.70%	32.70%	32.60%	81.50%
Tustin Unified	1.50%	21.30%	46.90%	17.10%	14.50%	33.30%
Westminster	0.80%	36.70%	45.40%	37.80%	14.60%	75.40%
Orange County	1.30%	17.30%	49.70%	21.40%	18.20%	46.50%

It is SCCCS II's goal to reflect the racial, ethnic, linguistic (including ELs and RFEPs), ability, and socioeconomic diversity of its surrounding communities as much as possible, with special attention to Black or African American, Latinx, and multilingual communities. This is important because research has shown that students of Asian descent often surpass their peers in terms of educational achievement and performance and therefore are possibly not as susceptible to inequalities related to their ethnic background. Research indicates that although there has been traction, "substantial gaps remain, especially between less advantaged groups such as African Americans, Hispanics, and Native Americans and more advantaged groups such as whites and Asian Americans. The racial and ethnic hierarchy in educational achievement is apparent across varying measures of the academic experience." (Kao p. 417)³⁶

Table X delineates the racial, ethnic, linguistic, and socioeconomic percentages of the students of Orange County, school districts therein, and select schools within those districts. SCCCS II anticipates that our student population will reflect similar characteristics to those districts and SCCCS II is committed to maintaining a racial, ethnic, linguistic, ability, and socioeconomic balance of its students that mirrors the general population residing within Orange County.

SCCCS II'S RECRUITMENT PLAN

Upon authorization, SCCCS II will implement an aggressive program designed to educate and inform potential students and their families about its instructional program and to ensure that all Orange County residents are given an equal opportunity to enroll their children at the school. This will ensure that the Charter School reaches capacity. We anticipate that because world language is an important aspect of our curriculum families from diverse and multicultural backgrounds will feel a certain sense of validation. We will budget for on-going outreach once the school is operational in order to maintain a culturally, linguistically, and socioeconomically balanced enrollment.

SCCCS II Will:

1. **Engage** in the development of promotional materials, such as informational brochures, flyers, advertisements to appeal to various racial, ethnic, linguistic, and ability groups within Orange County. Materials will be developed in English and Spanish.
2. **Reach out** to preschools and attend preschool graduations (when appropriate) in the target area, community centers, religious organizations, Chambers of Commerce and community organizations throughout Huntington Beach to publicize the school.
3. **Canvas** community events, community and family resource centers, local businesses, coffee shops, libraries, social service agencies, faith-based organizations, farmer's markets, grocery stores, and shopping centers to promote the school and to meet prospective students and their families.
4. **Develop** a media presence by inviting local television and print media to visit the school and learn about the instructional program; issue press releases, advertise in local newspaper publications and on radio stations specific to the target community as funding allows.

³⁶ Kao, Grace, and Jennifer S. Thompson. "Racial and ethnic stratification in educational achievement and attainment." *Annual review of sociology* (2003): 417-442. There are differences within the pan ethnic groups however. For example, Cubans, Central and South Americans outperform Mexicans and separately Laotians and Cambodians do not outperform whites like Chinese and Koreans do.

5. **Hold** Open house and school tour visits (once appropriate) on a regular, on-going basis to offer opportunities for prospective students and their families to learn more about the curriculum.
6. **Host** community events and festivals such as a weekend picnic at a local park near the target location. Soccer and other games will be played as well as a craft and story time. This is in order to develop a sense of a welcoming and inclusive community. This also helps to familiarize prospective students and their families with the SCCCS II program because they will be able to engage with school personnel and administration. After the school is operational community festivals such as “Winter Faire” and “May Faire” celebrations will continue to be large parts of our continued outreach as they are integral components of our educational philosophy.
7. **Make significant efforts** to establish visibility in the community. SCCCS II plans to engage in local community events, such as “Concert in the Park”, and sporting events to publicize the school. SCCCS II will establish a presence at local Farmer’s Markets, and leaflet Food Trucks that frequent the neighborhoods close to our target site.
8. **Establish** partnerships with community organizations such as the YMCA and/or The Boys and Girl’s Club upon approval of the charter petition. SCCCS II plans to attend events at these organizations and establish mutually beneficial arrangements to implement a vibrant before and after school program. The YMCA is committed to supporting the community and offers discounted rates to families based on income or need to participate in the before or after school program.
9. **Has designed** a website for interested parents and community members to visit to learn more about the school and where they are able to sign up to receive our newsletter. SCCCS II also has a Facebook Page, , and other social media platforms as applicable.

The SCCCS II founding team is dedicated to pursuing these efforts as well as any other opportunities found. In addition, upon approval, SCCCS II will establish an enrollment timeline for broad-based recruiting and application process that is aligned with the composition of the diverse prospective population. Following the first year of enrollment, the school will continue to engage in ongoing recruitment and outreach efforts as described with the continued development of: marketing materials, advertising, an online presence, hosting festivals and attendance of community events, and continued efforts to establish community partnerships. The budget includes financial resources allocated to outreach efforts. SCCCS II will document the efforts made to achieve racial and ethnic, students with disabilities, and English Learner balance and the results achieved, as well as keep an accurate accounting of the ethnic and racial, students with disabilities, and English Learner balance of students enrolled in the school. Annually this data will be reviewed and revisions to the outreach plan will be made as necessary by SCCCS II administration.

SUMMARY

SCCCS II will begin to implement this outreach plan once the charter petition is approved. At that time, an official timeline of events will be produced, including:

- Dates for Community Information, and Community Building Events
- Dates for media and communication submissions and airings
- Periods for leafleting
- Events and Activities calendar
- Open enrollment period

ELEMENT 9: FINANCIAL AUDITS

Governing Law: The manner in which an annual, independent financial audit shall be conducted, in accordance with regulations established by the state board, and the manner in which audit exceptions and deficiencies shall be resolved. Education Code Section 47605.6(b)(5)(I).

An annual independent financial audit of the books and records of SCCCS II will be conducted as required by Education Code Sections 47605.6(b)(5)(I) and 47605.6(m). The books and records of SCCCS II will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller’s K-12 Audit Guide.

SCCCS II will select an independent auditor through a request for proposal format by the Executive Director in conjunction with the audit committee appointed by the Board of Trustees. The auditor 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. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The annual audit will be completed and forwarded to the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Executive Director, along with the audit committee, will review any audit exceptions or deficiencies and report to the SCCCS II Board of Trustees with recommendations on how to resolve them within 60 days of receiving notice of audit exceptions. The Board will submit a report to the County describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the County along with an anticipated 60-day timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel (“EAAP”) in accordance with applicable law.

The independent financial audit of SCCCS II is a public record to be provided to the public upon request. Furthermore, SCCCS II’s budget allocates appropriate funds to cover the costs of an independent financial audit in the event it is deemed necessary as well as means to make it publicly available upon request.

ELEMENT 10: SUSPENSION AND EXPULSION POLICY AND PROCEDURES

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 is 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 his or her 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 a 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 47605.6(b)(5)(J).

SUSPENSION AND EXPULSION POLICY AND PROCEDURE

Policy

The Suspension and Expulsion Policy and Procedures have been established in order to promote learning and protect the safety and wellbeing of all students at SCCCS II. In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describes the offenses for which students at non-charter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions and involuntary removals. The language that follows is largely consistent with the language of Education Code Section 48900 *et seq.* SCCCS II is committed to annual review of policies and procedures surrounding suspensions and expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension, expulsion, or involuntary removal.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This shall serve as the Charter School's policy and procedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary policies and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed annually as part of the Student Handbook which will clearly describe discipline expectations.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of this Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians³⁷ are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this Policy and Procedures are available on request at the Principal's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973

³⁷ The Charter School shall ensure that a homeless child or youth's educational rights holder; a foster child or youth's educational rights holder, attorney, and county social worker; and an Indian child's tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and its Procedures, the term "parent/guardian" shall include these parties.

("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the applicable provisions of the Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according to due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian and shall inform the student, and the student's parent/guardian of the basis for which the student is being involuntarily removed, and the student's parent/guardians right to request a hearing to challenge the involuntary removal. If a student's parent, guardian requests a hearing the pupil's parent/guardian requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent/guardian requests a hearing, , the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below.

Procedure

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:
 - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force or violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of their own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. This section shall only apply to students in any of grades 9-12.
- l) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness, or both.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.

- q) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases. Or the personal property of the person threatened or their immediate family.
- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.

- ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with their academic performance.
 - iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) “Electronic Act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. An act of cyber sexual bullying.
 - (a) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

- v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1) (a)-(b).
 - w) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student, unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion when it is determined the student:
- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
 - b) Brandished a knife at another person.
 - c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, *et seq.*
 - d) Committed or attempted to commit a sexual assault or committing a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4.
3. Discretionary Expellable Offenses: Students may be recommended for expulsion when it is determined the student:
- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force or violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - e) Committed or attempted to commit robbery or extortion.
 - f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of their own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness, or both.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) Engaged in or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which

includes but is not limited to, electronic files and databases or the personal property of the person threatened or their immediate family.

- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or students by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with their academic performance.
 - iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - 2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone,

- wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (c) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (d) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (e) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. An act of cyber sexual bullying.
 - (a) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.⁵⁴⁵
- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- u) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b). .
 - v) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:
 - a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
 - b) Brandished a knife at another person.
 - c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
 - d) Committed or attempted to commit a sexual assault or committing a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.

If it is determined by the Administrative Panel and/or Board of Trustees that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1.) Conference:

Suspension shall be preceded, if possible, by a conference conducted by the Principal or the Principal's designee with the student and their parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Principal or designee.

The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605.6(b)(5)(J)(i). This conference shall be held within two (2) school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with Charter School officials.

Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2.) Notice to Parents/Guardians:

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3.) Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Principal or Principal's designee, the pupil and the pupil's parent/guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

This determination will be made by the Principal or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

4.) Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

D. Authority to Expel

As required by Education Code Section 47605.6(b)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial Charter School Board of Trustees following a hearing before it or by the Charter School Board of Trustees upon the recommendation of a neutral and impartial Administrative Panel, to be assigned by the Board of Trustees as needed. The Administrative

Panel shall consist of at least three members who are certificated and neither a teacher of the pupil nor a member of the Charter School Board of Trustees. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Trustees shall make the final determination.

E. Expulsion Procedures

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have their testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board of Trustees, which will make a final determination regarding the expulsion. The final decision by the Board of Trustees shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board of Trustees is final.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

I. Written Notice to Expel

The Principal or designee, following a decision of the Board of Trustees to expel, shall send written notice of the decision to expel, including the Board of Trustees' adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Principal or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

J. Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the authorizer upon request.

K. No Right to Appeal

The pupil shall have no right of appeal from expulsion from the SCCCS II as SCCCS'S Board of Trustees' decision to expel shall be final.

L. Expelled Pupils/Alternative Education

Parents/guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

M. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board of Trustees at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

N. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board of Trustees following a meeting with the Principal or designee and the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Principal or designee shall make a recommendation to the Board of Trustees following the meeting regarding their determination. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

O. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

1. School of the Authorizer: Notification of OCDE

So long as SCCCS II remains a school authorized by OCDE then SCCCS II shall immediately notify OCDE and coordinate the procedures in this policy with OCDE of the discipline of any student with a disability or student that SCCCS II or OCDE would be deemed to have knowledge that the student had a disability.

2. LEA for Special Education: Notification of SELPA

If SCCCS II is its own LEA pursuant to 47641(a), then SCCCS II shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student that SCCCS II or the SELPA would be deemed to have knowledge that the student had a disability.

a. Services During Suspension Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, (which could constitute a change of placement and

student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. **Procedural Safeguards/Manifestation Determination**

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. **Due Process Appeals**

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited

administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 USC Section 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 USC Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted

under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student needs special education or related services.
- b. The parent has requested an evaluation of the child.
- c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the Principal or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

ELEMENT 11: EMPLOYEE RETIREMENT SYSTEMS

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 47605.6(b)(5)(K).

Certificated employees at SCCCS II shall participate in California State Teachers' Retirement System (CalSTRS).

SCCCS II shall pay into Social Security, which will serve as the retirement benefit for non-certificated employees. In future years, if the budget allows, SCCCS II shall participate in a 403(b)-retirement option or similar arrangement pursuant to Board policy. In the case that SCCCS II adopts a 403(b)-retirement option SCCCS II shall inform all applicants for positions within SCCCS II of the retirement system options for non-certificated employees.

The Executive Director shall be responsible for ensuring that appropriate arrangements for retirement coverage are made for all employees. SCCCS II will develop a mix of salaries and benefits, commensurate with location and experience, necessary to attract and retain well-trained teachers and other staff.

ELEMENT 12: DISPUTE RESOLUTION PROCEDURES

Governing Law: The procedures to be followed by the charter school and the county board of education to resolve disputes relating to provisions of the charter. Education Code Section 47605.6(b)(5)(L)

DISPUTES BETWEEN SCCCS II AND THE COUNTY

SCCCS II recognizes that it cannot bind the County to a dispute resolution procedure to which the County does not agree. The following policy is intended as a starting point for a discussion of dispute resolution procedures. SCCCS II is willing to consider changes to the process outlined below as suggested by the County. Should any section of this element pertaining to resolving disputes be in conflict with County policies or desired protocols, then the charter is amenable to altering said areas through a mutually agreed upon Memorandum of Understanding.

SCCCS II and the County will be encouraged to attempt to resolve any disputes with the County amicably and reasonably without resorting to formal procedures. Furthermore, during this process both parties will agree to not make any public comments.

In the event of a dispute between SCCCS II and the County, SCCCS II staff, employees and Board members of SCCCS II and the County agree to first frame the issue in written format (“dispute statement”) and to refer the issue to the County Superintendent and Executive Director of SCCCS II. In the event that the County Board of Education believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, SCCCS II requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the County to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a pre-requisite to the County’s ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations.

The Superintendent and Executive Director, or their respective designees, shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than five (5) business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective boards who shall jointly meet with the Superintendent and Executive Director, or their respective designees, and attempt to resolve the dispute within fifteen (15) business days from receipt of the dispute statement. Both parties will not make public comment during this process.

If this joint meeting fails to resolve the dispute, the Superintendent and Principal, or their respective designees, shall meet to jointly identify a neutral third-party mediator to engage the parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the Superintendent and Executive Director, or their respective designees. Mediation shall be held within sixty (60) business days of receipt of the dispute statement. The costs of the mediator shall be split equally between the County and SCCCS II. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the County and SCCCS II.

INTERNAL DISPUTES

SCCCS II shall have an internal dispute resolution process to be used for all internal disputes related to SCCC II's operations. Parents, students, Board members, volunteers, and staff at SCCC II will be provided with a copy of SCCC II's policies and internal dispute resolution process. The County will promptly refer all disputes not related to a possible violation of the charter or law to SCCC II. SCCC II affirms Education Code sections 47604.3 and 47604.4 regarding the County Superintendent's role.

ELEMENT 13: ADMISSION POLICY AND PROCEDURES

Governing Law: Admission policy and procedures, consistent with [Education Code Section 47605] subdivision (e). Education Code Section 47605.6(b)(5)(M).

SCCCS II will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition nor discriminate against any student based upon any of the characteristics listed in Education Code Sections 220 and 47605.6(e)(1).

SCCCS II shall admit all pupils who wish to attend the Charter School to the extent that space allows. SCCC II will be an open enrollment, tuition-free public school with no specific requirements for admission (e.g., minimum grade point average, test scores, discipline records, etc.) as outlined in Education Code § 47605.6(e)(2)(A). As stated, no test or assessment shall be administered to students prior to acceptance and enrollment into SCCC II, however, assessments may be administered after enrollment to determine individual instructional programs once students are admitted. Diagnostics of students' reading, writing, and math skills will serve as aids to teachers and staff. SCCC II will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state.

In accordance with Education Code Section 49011 and 47605.6(e)(2)(B)(iv), admission preferences shall not require mandatory parent/guardian volunteer hours as a criterion for admission or continued enrollment.

In accordance with Education Code Section 47605.6(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 47605.6(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 47605.6(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 47605.6(e)(2)(B)(iii), as listed above.

Pursuant to Education Code Section 47605.6(e)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605.6(e)(4)(D), and make this notice available to parents/guardians.

Based on the development of the child, our curriculum is guided by Core Principles of Public Waldorf Education and therefore we will adopt a minimum age of enrollment for each grade level that exceeds the minimum age requirements under the law. Subject only to capacity, our school will be open to all students who wish to enroll. Our guidelines will be provided in our enrollment policy for student applicants. Whether to place age-eligible students in Transitional Kindergarten for two years,

Kindergarten for one year or in First Grade will be determined by each child’s age and readiness developmentally.

Age Eligibility for Transitional Kindergarten

- In 2024–25, children are eligible for TK if they turn 5 between September 2 and June 2*,
- In 2025–26, children are eligible for TK if they have their fourth birthday by September 1* of the school year.

***Inclusive of these dates**

Grade Level	SCCCS II Age Eligibility
Transitional Kindergarten	5 by date as required by current law in the year student begins Transitional Kindergarten
Kindergarten	5 by June 1 st of the year the student begins Kindergarten
First Grade	6 by June 1 st of the year the student begins First Grade as well as the developmental readiness of the child
Second Grade	7 by June 1 st of the year the student begins Second Grade
Third Grade	8 by June 1 st of the year the student begins Third Grade
Fourth Grade	9 by June 1 st of the year the student begins Fourth Grade
Fifth Grade	10 by June 1 st of the year the student begins Fifth Grade
Sixth Grade	11 by June 1 st of the year the student begins Sixth Grade
Seventh Grade	12 by June 1 st of the year the student begins Seventh Grade
Eighth Grade	13 by June 1 st of the year the student begins Eighth Grade
Ninth Grade	14 by June 1 st of the year the student begins Ninth Grade
Tenth Grade	15 by June 1 st of the year the student begins Tenth Grade
Eleventh Grade	16 by June 1 st of the year the student begins Eleventh Grade
Twelfth Grade	17 by June 1 st of the year the student begins Twelfth Grade

PLANNED APPLICATION, PUBLIC RANDOM DRAWING, AND ADMISSION SCHEDULE AND PROCEDURES

The following estimated application, public random drawing, and admission schedule and process is proposed, and may be amended by the SCCC Board as necessary.

The final schedule and due dates will be communicated to interested parents and students on SCCC II’s website. In year one, if the SCCC II charter is approved, after the beginning of the timeline specified

herein, the schedule proposed below will be pushed forward and abbreviated to ensure all steps are followed within a shorter timeframe.

Table 9: Timeline for Student Enrollment

February	Application forms available at school administrative office or online at the SCCCS II website. Informational meetings to occur on a weekly basis at different times and on different days to accommodate working parents’ schedules. Attending an informational meeting is not required for a student to apply or attend SCCCS II.
First week of March	All application forms due to SCCCS II.
Third week of March	Public random drawing (if necessary) conducted by an uninterested party.
Last week of March	Admission notification and enrollment packets distributed to parent and children who have submitted application forms during the open enrollment period between February 1st and March 7th and have been drawn in the public random drawing (if necessary).
Approximately 2 Weeks Later or Mid-April	Completed enrollment packets due back to SCCCS II, which will include proof of immunizations, proof of residency, proof of age requirements, and proof of withdrawal from prior school as well as other items listed below

Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state.

Through an open and fair process, including publication of the enrollment timeline on SCCCS II’s website by January 1st of an open enrollment period beginning February 1st through March 7th, the SCCCS II admission process is comprised of the following:

- Completion of a student application form, comprising of basic contact information and grade level to be found on the SCCCS II website or in person at the school administrative office or other designated location.
- Attendance of one informational meeting to occur on different weekdays and times to accommodate working parents’/guardians’ schedules, in order to introduce them to the school curriculum and answer any questions they might have.
- Parent involvement will not be a consideration or requirement for acceptance or continued enrollment at SCCCS II.

After admission, Parents/Guardians will be required to submit an enrollment packet, which shall include the following:

1. Student enrollment form
2. Parent signature of School Contract

3. Proof of Immunization
4. Home Language Survey
5. Completion of Emergency Medical Information Form
6. Proof of minimum age requirements
7. Release of records³⁸
8. Proof of residency

WEIGHTED PUBLIC RANDOM DRAWING

Applications will be accepted during a publicly advertised open enrollment period from February 1st to March 7th each year for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than available spots. In the event that this happens, SCCCS II will hold a weighted public random drawing to determine admission for the impacted grade level or levels, with the exception of existing students, who are guaranteed admission in the following school year. Currently attending students will be exempt from the Public Random Drawing per Education Code Section 47605.6(e)(2)(B). Admission preferences in the case of a public random drawing shall be given to the following students:

1. Children of teachers, staff, and board members (not to exceed 10% of the total student population)
2. Siblings
3. Pupils who reside within the boundaries of Orange County
4. Pupils who attend, or reside in the attendance boundaries of, the public elementary school in which 55 percent or more of the pupil enrollment is eligible for free and reduced-price meals, where any SCCCS II school site is located (for purposes of the Charter School Facilities Grant Program)
5. All other applicants

At the conclusion of the weighted public random drawing, all students who were not granted admission due to capacity shall be notified in person at the drawing, or a phone call and/or email and to be given the option to put their name on a wait list according to their draw in the lottery. This wait list will allow students the option of enrollment in the case of an opening during the current school year. In the event of an opening, the email address and phone number on file will be used to contact the prospective student's parent/guardians to learn if they would like to enroll their student. SCCCS II's administrative assistant that oversees enrollment will attempt to make contact using both methods and keep a record of attempts to make contact. The parent/guardians will be given five business days to respond in writing, either electronically or via regular mail to SCCCS II to indicate their decision to enroll their student. If there is no response from the parent/guardians within the five business days of notification, then the individual overseeing enrollment will move down the wait list to the next prospective student. If the parent/guardian responds in writing that they would like to enroll their student, then enrollment will be initiated within five business days of receipt of the written response through contact by the individual overseeing enrollment. In no circumstance will a wait list carry over to the following school year.

³⁸ In accordance with Education Code Section 47605.6(e)(4)(B), the Charter School shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the charter school before enrollment.

Weighted public random drawing rules, deadlines, dates, and times will be communicated in the application form and on SCCCS II's website. Public notice for the date and time of the public random drawing will also be posted once the application deadline has passed. SCCCS II will also inform parents of all applicants and all interested parties of the rules to be followed during the public random drawing process via mail or email at least two weeks prior to the lottery date.

SCCCS II will conduct the lottery in June for enrollment in fall of that year unless dates have been adjusted by the Board of Trustees to accommodate an earlier time frame in the year.

Weighted Public Random Drawing Procedures

1. Will be conducted by an uninterested party.
2. The drawing will take place within 45 days of closing the open enrollment period.
3. The drawing will take place on the SCCCS II campus in a facility large enough to allow all interested parties to observe the drawing, or at another public venue near SCCCS II large enough to accommodate all interested parties.
4. The drawing will take place on a weekday evening or other time when most interested parties who wish to attend may do so.
5. All interested parties will know, prior to the holding of the drawing, how many openings are available per grade level at SCCCS II.
6. Names of students shall be drawn from pools of ballots differentiated by grade level.
7. Beginning with the highest grade, the ballots shall be drawn by a neutral third party.
8. The drawing shall continue until all names for that grade level are drawn.
9. Those students whose names are drawn after all spaces have been filled will be placed on the waiting list in the order drawn, except if the preferences described above require otherwise.
10. Potential students on the waiting list shall provide contact information to be used in the event space becomes available, on their application forms. Families promoted from the waiting list shall be informed by telephone and in writing and shall have a maximum of five business (5) days to respond. In addition, SCCCS II shall attempt on at least two separate occasions to contact the parents/guardians of promoted students by telephone. Those families not responding within the maximum response period will forfeit their right to enroll their student in SCCCS II for that school year.
11. Existing students who wish to return must notify SCCCS II of their intent to return during the open enrollment period.
12. Applicants need not be present at the drawing to enroll their student in SCCCS II and will be notified via phone call and in writing of their status.

13. Applications received after the close of open enrollment will be added to the wait list after the drawing, in order received, and will be contacted for enrollment when the drawing waiting list is exhausted. Furthermore, the waiting list will not carry over year to year.

Recruitment of Educationally Disadvantaged Students:

We intend to facilitate an inclusive learning environment with a population reflective of the local community demographics with thoughtful care for those who may be challenged by ability, socioeconomic background, foster hood, or homeless identity, linguistic and/or cultural barriers, and/or other unique backgrounds. We anticipate that because World language is an important aspect of our curriculum, families from diverse and multicultural backgrounds will feel a certain sense of validation. We will budget for on-going outreach once the school is operational in order to maintain a culturally, linguistically, and socioeconomically balanced enrollment.

SCCCS II Will:

1. **Engage** in the development of promotional materials, such as informational brochures, flyers, advertisements to appeal to various racial and ethnic groups within the County. Materials will be developed in English and Spanish.
2. **Reach out** to preschools and attend preschool graduations (when appropriate) in the target area, community centers, religious organizations, Chambers of Commerce, and community organizations to publicize the school.
3. **Canvas** community events, community and family resource centers, local businesses, coffee shops, libraries, social service agencies, faith-based organizations, farmer's markets, grocery stores, and shopping centers to promote the school and to meet prospective students and their families³⁹.
4. **Develop** a media presence by inviting local television and print media to visit the school and learn about the instructional program; issue press releases, advertise in local newspaper publications and on radio stations specific to the target community as funding allows.
5. **Hold** Open house and school tour visits (once appropriate) on a regular, on-going basis to offer opportunities for prospective students and their families to learn more about the curriculum.
6. **Host** community events and festivals such as a weekend picnic at a local park near the target location. Soccer and other games will be played as well as a craft and story time. This is in order to develop a sense of a welcoming and inclusive community.
7. **Make significant efforts** to establish visibility in the community. SCCCS II plans to engage in local community events, such as "Concert in the Park", and sporting events to publicize the school. SCCCS II will establish a presence at local Farmer's Markets, and leaflet Food Trucks that frequent the neighborhoods close to our target site.
8. **Establish** partnerships with community organizations such as the YMCA and/or The Boys and Girl's Club upon approval of the charter petition. SCCCS II plans to attend events at these organizations and establish mutually beneficial arrangements to implement a vibrant before and after school program. The YMCA is committed to supporting the community and offers discounted rates to families based on income or need to participate in the before or after school program.

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MISREPRESENTATION OF ADMISSION AND ENROLLMENT INFORMATION

SCCCS II shall reserve the right to withdraw any student at the close of the school year whose parent/guardian misrepresents their guardianship status, place of residence or any other information including, but not limited to, admission and enrollment forms. Parents/guardians may respond to any claim of misrepresented information to the Board of Trustees. "Place of residence" in this context refers to whether the parent lives within the State of California and/or Orange County or not, which is important for determining whether the child receives a preference in the lottery. We hope to verify such information prior to the lottery, but if a case is discovered after the lottery, SCCC II would seek to remedy the situation as soon as possible. If the discovery is made before the start of the upcoming school year, the student will be withdrawn. If it is during the school year it will occur at the close of the school year. In the example where an out-of-District student does not qualify for an admission preference, the student may still be eligible for enrollment if there is still space in the grade level, or the student could be placed on the waitlist.

STUDENT RECORDS

SCCCS II shall comply with FERPA and Education Code sections 409060-49084 in order to provide protection of student records.

ELEMENT 14: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

Governing Law: The public school attendance alternatives for pupils residing within the county who choose not to attend the charter school. Education Code Section 47605.6(b)(5)(N).

No student may be required to attend SCCCS II. Students who reside within the County who choose not to attend SCCCS II may attend another school within the attendance area of their school district of residence, or at another school or another school district according to the district's intra-and inter-district policies. Parents and guardians of each student enrolled in SCCCS II will be informed on admissions forms that the students have no right to admission in a particular school of a local education agency as a consequence of enrollment in SCCCS II, except to the extent that such a right is extended by the local education agency.

ELEMENT 15: RIGHTS OF COUNTY OFFICE OF EDUCATION EMPLOYEES

Governing Law: The rights of an employee of the county office education, upon leaving the employment of the county office of education, to be employed by the charter school, and of any rights of return to the county office of education that an employee may have upon leaving the employment of the charter school. Education Code Section 47605.6(b)(5)(O).

No public-school district or County employee shall be required to work at SCCCS II. Employees of the County who choose to leave the employment of the County to work at SCCCS II will have no automatic rights of return to the County after employment by SCCCS II unless specifically granted by the County through a leave of absence or other agreement. SCCCS II employees shall have any right upon leaving the County to work in SCCCS II that the District may specify, any rights of return to employment in a school district after employment in SCCCS II that the County may specify, and any other rights upon leaving employment to work in SCCCS II that the County determines to be reasonable and not in conflict with any law.

Sick or vacation leave or years of service credit at the County or any other school district will not be transferred to SCCCS II. Employment by SCCCS II provides no rights of employment at any other entity, including any rights in the case of closure of SCCCS II.

ELEMENT 16: SCHOOL CLOSURE PROCEDURES

***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 public records. Education Code Section 47605.6(b)(5)(P).*

Closure of SCCCS II will be documented by official action of the Board of Trustees, which is ultimately responsible for ensuring the timely and lawful closure of the school should the need arise. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities, most likely the SCCCS II Board President and/or the Executive Director

The Board of Trustees will promptly notify parents and students of SCCCS II, the Orange County Office of Education, SCCCS II's SELPA, the retirement systems in which the Charter School'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 within 10 days of the official action of the Board of Trustees documenting 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 pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Board will ensure that the notification to the parents and students of SCCCS II of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close SCCCS II.

The Board will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, SCCCS II will provide parents, students, and the County 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 FERPA. SCCCS II will ask the County to store original records of Charter School students. All student records of SCCCS II shall be transferred to the County upon school closure. If the County will not or cannot store the records, SCCCS II shall work with the County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, SCCCS II will prepare final financial records. SCCCS II will also have an independent audit completed within six months after closure. SCCCS II will pay for the final audit which will follow the same standards and procedures as followed for other SCCCS II audits and as required by Education Code Sections 47605.6(b)(5)(l) and 47605.6(m). The audit will be prepared by a qualified Certified Public Accountant selected by SCCCS II and will be provided to the County 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 SCCCS II.

SCCCS II will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of SCCCS II, all assets of SCCCS II, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending SCCCS II, remain the sole property of SCCCS II and, upon the dissolution of the non-profit public benefit corporation, shall be distributed in accordance with the Articles of Incorporation and bylaws as required by the California Corporations Code. SCCCS II affirms it will follow all applicable laws in the distribution of its assets. Any assets acquired from the County or County property will be promptly returned upon SCCCS II's closure to the County. The distribution shall include return of 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.

On closure, SCCCS II shall remain solely responsible for all liabilities arising from the operation of SCCCS II.

As SCCCS II is operated as a non-profit public benefit corporation, should the corporation dissolve with the closure of SCCCS II, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

As specified by the Budget in the appendices, SCCCS II will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

MISCELLANEOUS CHARTER PROVISIONS

A. BUDGETS AND FINANCIAL REPORTING

***Governing Law:** The petitioner or petitioners shall also be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. Education Code Section 47605.6(h).*

Attached, in the appendices, please find the following documents:

- Budget narrative
- A projected first year budget including startup costs
- Financial projections and cash flow for the first three years of operation

These documents are based upon the best data available to the petitioners at this time.

SCCCS II shall provide reports to the County Superintendent of Schools as follows in accordance with Education Code Section 47604.33, and shall provide additional fiscal reports as requested by the County:

1. By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code Section 47605.6(h) will satisfy this requirement.
2. By July 1, an annual update (LCAP) required pursuant to Education Code Section 47606.5.
3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of SCCCS II's annual, independent financial audit report for the preceding fiscal year shall be delivered to the County, State Controller, California Department of Education and County Superintendent of Schools.
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
5. By September 15, a final unaudited report for the full prior year. The report submitted to the County shall include an annual statement of all SCCCS II's receipts and expenditures for the preceding fiscal year.

SCCCS II will provide reporting to the County as required by law and as requested by the County including, but not limited to, the following: California Basic Educational Data System (CBEDS), actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605(m), the School Accountability Report Card (SARC), and the LCAP.

scccs II agrees to and submits to the right of the County to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

Pursuant to Education Code Section 47604.3, SCCCS II shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the County.

B. INSURANCE

SCCCS II shall maintain and finance general liability, worker's compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. Coverage amounts will be based on recommendations provided by the County and SCCC II's insurer. The County Board of Education shall be named as an additional insured on all policies of SCCC II. Prior to opening, SCCC II will provide evidence of the above insurance coverage to the County.

C. ADMINISTRATIVE SERVICES

Governing Law: The manner in which administrative services of the school are to be provided. Education Code Section 47605.6(h).

SCCCS II will provide or procure its own administrative services through an appropriately qualified third-party contractor. SCCC II is currently contracted with EdTec, a business and development company specializing in charter schools, for administrative and "back office" services including, but not limited to, the following:

- Finance & Accounting
- School Start-Up
- Governance & Board Support
- Compliance Reporting & Accountability
- Facilities
- Payroll Processing & Reporting
- Grants Administration
- Human Resources & Insurance
- Attendance Reporting & SIS
- CALPADS
- Budgeting, Forecasting, Financial Modeling
- Business Consulting
- Audit Support

If the County is interested in discussing the possibility of providing administrative services to SCCC II on a fee-for-service basis, the specific terms and cost for these services will be the subject of a separate memorandum of understanding between SCCC II and the County and subject to County availability and willingness to provide such services.

Pursuant to Education Code Section 47604.32, the County will be required to provide oversight and performance monitoring services, including monitoring school and student performance data, reviewing the school's audit reports, performing annual site visits, engaging in any necessary dispute resolution processes, and considering charter amendment and renewal requests. In exchange, SCCC II shall pay the County an oversight fee in accordance with Education Code Section 47613.

D. TRANSPORTATION

SCCCS II will not provide transportation to and from school, except as required by law.

E. ATTENDANCE ACCOUNTING

SCCCS II will implement an attendance recording and accounting system, to ensure contemporaneous record keeping, which complies with state law.

G. OVERSIGHT

Pursuant to California law, the County will be required to provide oversight and performance monitoring services, including monitoring school and student performance data, reviewing the school's audit reports, performing annual site visits, engaging in any necessary dispute resolution processes, and considering charter amendment and renewal requests. In accordance with Education Code Section 47613(a), the County may charge for the actual costs of supervisorial oversight of SCCC II not to exceed one (1) percent of the revenue of SCCC II. Pursuant to Education Code Section 47613(f), "revenue of the charter school" is defined as the amount received in the current fiscal year from the local control funding formula calculated pursuant to Education Code Section 42238.02, as implemented by Education Code Section 42238.03.

H. POTENTIAL CIVIL LIABILITY EFFECTS

Governing Law: Potential civil liability effects, if any, upon the charter, any school district where the charter school may operate, and upon the county board of education. Education Code Section 47605.6(h).

SCCCS II shall be operated as a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(d), an authority that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. SCCC II shall work diligently to assist the County in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other County-requested protocol to ensure the County shall not be liable for the operation of SCCC II.

Further, SCCC II and the County shall enter into a memorandum of understanding, wherein SCCC II shall indemnify the County for the actions of SCCC II under this charter.

The corporate bylaws of SCCCS II shall provide for indemnification of SCCCS II's Board, officers, agents, and employees, and SCCCS II will purchase general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance amounts will be determined by recommendation of the County and SCCCS II's insurance company for schools of similar size, location, and student population. The County shall be named an additional insured on the general liability insurance of SCCCS II.

The SCCCS II Board will institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

CONCLUSION

By approving this charter, the County will be fulfilling the intent of the Charter Schools Act of 1992 to improve pupil learning; create new professional opportunities for teachers; and provide parents and pupils with expanded choices in education and following the directive of law to encourage the creation of charter schools. The SCCCS II petitioners are eager to work independently, yet cooperatively with the County to establish the highest bar for what a charter school can and should be. To this end, the SCCCS II petitioners pledge to work cooperatively with the County to answer any concerns over this document and to present the County with the strongest possible proposal requesting a five-year term from July 1, 2024, through June 30, 2029.