

Sycamore Creek Community Charter School II

2026 Local Indicators Report



What are Local Indicators?

California's accountability system is based on a multiple measures system that assesses how local educational agencies (LEAs) and schools are meeting the needs of their students. Performance on these measures is reported through the California School Dashboard (Dashboard).

The Dashboard includes a concise set of state indicators and local indicators that are founded on the Local Control Funding Formula (LCFF) priorities but are also aligned to the measures required under Every Student Succeeds Act (ESSA). Those LCFF priorities for which there is no state level data collected are referred to as local indicators. The seven local indicators are:

- Basic Services and Conditions (Priority 1)
- Implementation of State Academic Standards (Priority 2)
- Parent and Family Engagement (Priority 3)
- School Climate (Priority 6)
- Access to a Broad Course of Study (Priority 7)
- Coordination of Services for Expelled Students (Priority 9, for county offices of education [COEs] only)
- Coordination of Services for Foster Youth (Priority 10, for COEs only)

In addition to being a public record of progress on the Dashboard, the local indicator process serves to inform process and planning within the Local Control and Accountability Plan (LCAP). Further, progress in local indicators can inform technical assistance provided through the Differentiated Assistance process.

LCFF Priority 1: Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
2023-24	9.3	75.7%	10.8%	0.0%	13.5%	0.0%	0.0%	0.0%

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	0

LCFF Priority 2: Implementation of State Academic Standards

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) – Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

OPTION 1: Narrative Summary (Limited to 3,000 characters)

SCCCS II uses locally selected measures and tools to track progress in implementing the State academic standards adopted by the SBE, including the Common Core State Standards for ELA and Mathematics, ELD Standards aligned to the ELA standards, Next Generation Science Standards, History-Social Science Standards, Health Education Standards, Physical Education Model Content Standards, Visual and Performing Arts Standards, and World Language Standards. SCCCS II's instructional program is aligned with Public Waldorf Education and uses developmentally appropriate, experiential, arts-integrated, and standards-aligned instruction to support student mastery.

In grades 2 through 8, SCCCS II administers NWEA MAP Growth Assessments in Reading and Mathematics each trimester to monitor student progress toward grade-level standards. The Charter School selected NWEA MAP because it is nationally normed, provides timely and detailed data, and supports teachers in identifying student strengths, areas of need, and instructional next steps. Teachers use MAP results, classroom assessments, curriculum-based assessments, student work samples, and teacher-created assessments to monitor progress, adjust instruction, provide intervention, and support acceleration.

In grades TK and Kindergarten, SCCCS II uses the Ages and Stages Questionnaire, Main Lesson Block Assessments, teacher-created assessments, and Extra Lesson Assessments to monitor student development, readiness, and progress toward foundational academic, motor, social emotional, and developmental skills. These tools were selected because they allow teachers to assess student learning in relation to specific units of instruction and developmental expectations.

SCCCS II monitors implementation of the ELD Standards through designated and integrated ELD instruction, teacher observation, curriculum-based assessments, ELPAC results, and progress toward reclassification. Teachers use SDAIE strategies and language supports across content areas so ELs can access grade-level academic standards while developing English language proficiency.

Progress in Science, History-Social Science, Health, Visual and Performing Arts, World Language, and other areas of a broad course of study is monitored through Main Lesson Block Assessments, performance tasks, projects, presentations, demonstrations of learning, classroom assessments, and student portfolios. In Physical Education, student progress is monitored through skill development and preparation for the California Physical Fitness Test requirements.

Based on these locally selected measures and tools, SCCCS II continues to make progress implementing the State academic standards through standards-aligned instruction, regular assessment, teacher collaboration, intervention, enrichment, and the use of data to inform instruction. The Charter School will continue refining its use of assessment results and student work to strengthen implementation of the academic standards and support improved outcomes for all students.

Recently Adopted Academic Standards and/or Curriculum Frameworks

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

- 1. Rate the LEA’s progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)			3		
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science				4	

- 2. Rate the LEA’s progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

3. Rate the LEA’s progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science				4	

Other Adopted Academic Standards

4. Rate the LEA’s progress implementing each of the following academic standards adopted by the state board for all students.

Academic Standards	1	2	3	4	5
Career Technical Education				4	
Health Education Content Standards				4	
Physical Education Model Content Standards					5
Visual and Performing Arts					5
World Language				4	

Support for Teachers and Administrators

5. **Rate the LEA’s success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).**

Activities	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole					5
Identifying the professional learning needs of individual teachers					5
Providing support for teachers on the standards they have not yet mastered					5

Optional Narrative (Limited to 1,500 characters)

6. **Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.**

SCCCS II’s implementation of State academic standards is strengthened by its Public Waldorf educational approach, which supports academic learning through narrative, experiential instruction, visual arts, hands-on activities, and developmentally appropriate practices. In addition to standards-aligned instruction, SCCC II emphasizes the development of the whole child, including students’ ability to reflect on their learning, understand their strengths and areas for growth, self-regulate, and take responsibility for their actions. This focus supports students in becoming disciplined, resilient, curious, and engaged learners.

SCCCS II also supports implementation of the academic standards through a looping model, in which students may remain with the same teacher and peer group for multiple years. This model strengthens relationships, trust, classroom culture, and individualized understanding of student academic and social emotional needs. Through this approach, teachers are better able to support students’ progress toward grade-level standards while also fostering respect, collaboration, ethical decision-making, and appreciation for individual and cultural differences. SCCC II believes that strong relationships, meaningful learning experiences, and student self-reflection support deeper engagement with academic content and continued progress toward mastery of the State standards.

LCFF Priority 3: Parental Involvement and Family Engagement

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA’s current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 – Exploration and Research
- 2 – Beginning Development
- 3 – Initial Implementation
- 4 – Full Implementation
- 5 – Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA’s progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	5
2. Rate the LEA’s progress in creating welcoming environments for all families in the community.	5
3. Rate the LEA’s progress in supporting staff to learn about each family’s strengths, cultures, languages, and goals for their children.	5
4. Rate the LEA’s progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	5

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

- Based on the analysis of educational partner input and local data, briefly describe the LEA’s current strengths and progress in Building Relationships Between School Staff and Families.

SCCCS II demonstrates strength and progress in building relationships between Charter School staff and families through consistent communication, meaningful family engagement opportunities, and multiple structures for parent participation. Parent Teacher Conferences are held twice each year, with translation available as needed, so families can understand student progress and learn how to support student outcomes at home. The Charter School also administers annual

surveys to parents, staff, and students to gather feedback and inform continuous improvement. Families receive regular communication through email, phone calls, text notifications, weekly announcements, Facebook posts, newsletters, and teacher communication applications used for daily or weekly updates. SCCCS II also hosts family events such as Orientation, Curriculum Night, Parent Education Workshops, student presentations, music assemblies, festivals, and other community activities that allow families to celebrate student learning and achievement. Families of SWD are supported through meetings with the special education team, school psychologist, school counselor, and other staff to strengthen partnership and support IEP goal attainment. Parents also have opportunities to volunteer at the Charter School and on field trips, serve on the Parent Community Council to advise the Board, participate on committees, lead community initiatives, and serve on the Charter School Board of Directors. In addition, the Charter School website is updated regularly with important information and the school calendar. These efforts demonstrate SCCCS II's progress in creating a welcoming, collaborative, and inclusive environment where families are informed, involved, and valued as partners in student success.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

The Charter School staff and families include strengthening Parent Education Workshops and expanding the topics offered based on educational partner input and local needs. Future workshops will include topics such as child development, Public Waldorf Education, social emotional development, mental health awareness, self-harming behaviors, technology safety, digital citizenship, attendance, restorative practices, positive behavior supports, academic expectations, and ways families can support learning at home. SCCCS II will also continue improving access for families by providing workshop materials in English and Spanish, offering translation as needed, and using multiple communication methods to encourage participation. The Charter School will continue to review parent survey results, attendance at family events, Parent Community Council feedback, and direct input from families to identify additional topics and supports that strengthen family partnership, student well-being, and student achievement.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

The SCCCS II will improve engagement of underrepresented families by continuing to use educational partner input, survey results, attendance data, family participation data, and feedback from the Parent Community Council to identify families who may need additional outreach or support. The Charter School will continue to strengthen communication with EL families, families of SWD, SED families, families experiencing housing instability, migrant families, and families with accessibility needs. SCCCS II will provide translation and

interpretation services as needed, including materials in English and Spanish, so families can understand Charter School programs, student progress, attendance expectations, academic supports, and opportunities for involvement.

SCCCS II will continue to offer family meetings, workshops, conferences, and engagement activities at varied times to increase participation. The Charter School will also use multiple communication methods, including phone calls, text messages, email, newsletters, teacher communication applications, website updates, and individual outreach. For families of SWD, SCCCS II will continue to partner with parents through IEP meetings, progress monitoring, special education team meetings, and reasonable accommodations, including sign language interpreters, accessible online systems, physical access to events, and other supports as needed. For families with unique access needs, the Charter School may provide individualized communication, virtual meeting options, or home visits when appropriate.

SCCCS II will also strengthen parent leadership by encouraging underrepresented families to participate in the Parent Community Council, family education workshops, Charter School events, committees, and other advisory opportunities. The Charter School will continue to focus on student learning, individual student goals, attendance improvement, social emotional well-being, and family partnership. When Title I families request additional support, SCCCS II will meet with the family to review current supports, identify additional needs, and develop an individualized plan to support student success.

Section 2: Building Partnerships for Student Outcomes

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	5
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	5
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	5
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	5

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

The Charter School's strengths and progress in Building Partnerships for Student Outcomes are developing a strong and supportive school culture through a Positive Behavior Intervention and Support ("PBIS") program and restorative practices, family communication through an application, the website, and the newsletter, and partnerships through conferences, parent workshops, and family events and festivals. Our strengths in building relationships between school staff and families stem from open two-way communication. For families, being able to comfortably interact with our staff and other families helps strengthen our relationships. Finally, we host many events for families to connect with school such as monthly workshops, project presentation nights, and fairs. We are constantly striving to build relationships between school staff and families. The Charter School is noted for its compassionate response to parents and perspectives.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

The Charter School's focus area for improvement in Building Partnerships for Student Outcomes includes increasing our test scores to include tutoring and intervention programs. Also, we will continue to increase our attendance and reduce our chronic absenteeism rate by building partnerships with families to support the school community with the counselor intern, participation in activities and reaching out to families. The Charter School will offer parent education on Raising Lions.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

The Charter School's will improve engagement of underrepresented families in relation to Building Partnerships for Student Outcomes will continue to build trusting relationships with families. This will require direct contact either in-person or via telephone. For families of English Learners, the Charter School will continue to provide translation services, invite families to better understand the acquisition of the English language, and how to engage with the school. For families of students with disabilities, the Charter School will engage with families during IEP meetings and in planning activities and programs for students.

Section 3: Seeking Input for Decision-Making

Practices	Rating Scale Number
9. Rate the LEA’s progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	5
10. Rate the LEA’s progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	5
11. Rate the LEA’s progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	5
12. Rate the LEA’s progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	5

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA’s current strengths and progress in Seeking Input for Decision-Making.

SCCCS II demonstrates strengths and progress in seeking input for decision-making by using multiple opportunities for educational partners to provide feedback and participate in the Charter School’s continuous improvement process. The Charter School gathers input through annual surveys, monthly community meetings, Parent Community Council meetings, staff meetings, student feedback opportunities, and family engagement activities. These structures allow parents/guardians, students, teachers, classified staff, administrators, and community members to share input regarding student achievement, school climate, attendance, communication, parent involvement, enrichment, and student support.

The Parent Community Council provides an important forum for parents and staff to review information, discuss needs, and advise the Charter School on programs, services, and priorities. SCCCS II also seeks input from educational partners during the LCAP development process, including review of goals, actions, services, and data. In addition, the Charter School includes educational partner participation in hiring

processes to help ensure that future employees meet position qualifications and align with the Charter School's mission, Public Waldorf educational approach, and commitment to serving the whole child. These efforts demonstrate progress in building a collaborative decision-making culture that values family, staff, student, and community voice.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

SCCCS II's focus areas for improvement in seeking input for decision-making include expanding opportunities for staff and families to provide feedback on programmatic and instructional decisions. The Charter School will continue using Professional Learning Communities to gather teacher input regarding instructional strategies, curriculum implementation, assessment timing, student data, intervention needs, and professional development priorities. SCCCS II will also strengthen opportunities for families to provide input through parent workshops, Parent Community Council meetings, surveys, community meetings, and Board of Directors meetings. These efforts will help ensure that decisions about programs, services, events, assessments, and student supports are informed by the voices and experiences of educational partners.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

SCCCS II will improve engagement of underrepresented families in seeking input for decision-making by providing more direct and intentional outreach to families whose voices may be less represented in Charter School feedback processes. This will include direct communication and meetings with parents/guardians of ELs, parents/guardians of SWD, SED families, and families who may need translation, accessibility, or other supports to participate. These meetings will provide information about academic programs, ELD services, special education supports, student progress, attendance, school climate, and available interventions, while also creating opportunities for families to share input and recommendations. SCCCS II will also continue to encourage underrepresented families to participate in parent workshops, Parent Community Council meetings, surveys, community meetings, and Board of Directors meetings. In addition, the Social Justice Committee within the parent group will provide another structure for families to raise concerns, identify student and family needs, and contribute to decisions that support an inclusive and responsive Charter School community.

LCFF Priority 6: School Climate

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

SCCCS II uses local climate survey data from students, parents/guardians, teachers, and staff to monitor school climate, safety, connectedness, and sense of belonging. During the 2025-26 school year, 82% of students reported that they feel quite safe or extremely safe at school, and 81% reported that they have either a tremendous amount or quite a bit of a sense of belonging. These results indicate that most students feel safe, included, and connected to the Charter School community. Parent/guardian survey results were also positive, with 94% of parents/guardians responding favorably regarding the Charter School climate. Teacher and staff survey results were especially strong, with 100% of teachers and staff reporting that the school is safe and 100% reporting that students are connected to the school community. These local data demonstrate strengths in safety, belonging, student connectedness, family confidence, and staff perception of school climate. Due to the small size of SCCC II, local climate survey data are reviewed overall and, when available, by student group. The Charter School will continue to monitor local climate data, attendance, behavior data, family feedback, and educational partner input to identify any differences in experience among student groups, including ELs, SED students, SWD, and other student populations, and to strengthen supports for student well-being, safety, and belonging.

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

Analysis of SCCC II's local climate survey data shows several areas of strength and identified needs. A key strength is that students, families, teachers, and staff generally report a positive Charter School climate. Student survey results show that 82% of students feel quite safe or extremely safe, and 81% report a strong sense of belonging. Parent/guardian feedback was also highly positive, with 94% responding favorably. These results indicate that families are satisfied with the education their children are receiving and value the strong community feel, relationships, and whole child focus of Public Waldorf Education. Staff data also reflect a positive climate, with 100% of teachers and staff reporting that the Charter School is safe and that students are connected to the Charter School community.

The data also identify areas for continued improvement. SCCC II will continue strengthening MTSS, intervention, and tutoring to improve academic achievement in ELA and Mathematics while maintaining strong social emotional supports. Educational partner input also indicates a need to improve communication with families regarding events, schedules, student progress, and how students are doing academically,

socially, and emotionally. In addition, SCCCS II will provide training and information to families regarding the Comprehensive School Safety Plan so families better understand safety procedures, emergency preparedness, and the Charter School's approach to maintaining a safe learning environment. When available, data will continue to be reviewed by student group, including ELs, SED students, SWD, and other student populations, to identify differences in experience and provide more targeted supports.

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

Based on the analysis of local climate survey data and educational partner feedback, SCCCS II will implement several actions for continuous improvement. The Charter School will continue strengthening MTSS, intervention, and tutoring systems to support improved academic achievement in ELA and Mathematics, particularly for students who are not yet meeting grade level standards. This includes using assessment data, teacher input, and progress monitoring to identify student needs and provide targeted academic supports.

SCCCS II will also provide families with additional information and training regarding the Comprehensive School Safety Plan so parents/guardians better understand safety procedures, emergency preparedness, and the Charter School's approach to maintaining a safe and supportive learning environment.

In response to parent feedback requesting improved communication, SCCCS II is implementing a communication platform beginning in 2025-26. This platform will allow teachers to communicate more consistently with parents/guardians regarding how students are doing academically, socially, and emotionally. It will also allow administrators to provide more timely and organized communication about meetings, events, assemblies, assessments, festivals, schedules, and other Charter School activities. These actions are intended to strengthen family partnership, improve student support, and ensure families remain informed and connected to the Charter School community.

LCFF Priority 7: Access to a Broad Course of Study

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

SCCCS II uses local measures and tools to track the extent to which all students have access to, and are enrolled in, a broad course of study across grade spans, unduplicated student groups, and individuals with exceptional needs. These measures include master schedules, class schedules, curriculum scope and sequence documents, lesson plans, benchmark assessments, NWEA MAP data, classroom assessments, student work, teacher collaboration, special education service records, IEP progress monitoring, and English Learner progress monitoring. SCCC II teachers have developed scope and sequence documents that incorporate the Common Core State Standards, NGSS, California History-Social Science Standards, Waldorf-aligned standards, and enrichment opportunities. Core materials and curriculum resources are available at each grade level and in each subject area. Teachers, counselors, administrators, and support staff review assessment data and student progress to ensure students are accessing grade-level instruction and appropriate supports. Special education staff collaborate with general education teachers to support SWD through IEP services, accommodations, and progress monitoring. ELs are identified by proficiency level and receive integrated ELD during core instruction and designated ELD daily. SCCC II maintains records to monitor student progress toward grade-level standards, individualized goals, and access to a broad course of study.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

Using locally selected measures and tools, SCCC II has determined that all students have access to, and are enrolled in, a broad course of study. As a single-site Charter School, there are no differences in access across school sites. All students receive instruction in a rigorous, State Standards-aligned curriculum within an inclusive Public Waldorf Education model that emphasizes academic learning, creativity, engagement, and whole child development. Students have access to core instruction in ELA, Mathematics, Science, History-Social Science, Health, Physical Education, Visual and Performing Arts, Music, Handwork, and other enrichment opportunities. Students participate in experiential and arts-integrated learning, including music, visual arts, drama, handwork and fiber arts, environmental learning, and community celebrations.

SCCCS II monitors access through schedules, scope and sequence documents,

curriculum implementation, classroom instruction, assessment data, student work, and service records. ELs receive integrated ELD during core instruction and designated ELD daily at their English proficiency level. SWD receive access to the broad course of study with accommodations, supports, services, and Designated Instructional Services as determined by each student's IEP team. SCCCS II continues to ensure that all students, including unduplicated pupils and SWD, are provided meaningful access to grade-level standards, enrichment, intervention, and the full Public Waldorf educational program.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

Based on locally selected measures and tools, SCCCS II has identified two primary barriers to providing full access to a broad course of study for all students. The first barrier is chronic absenteeism among identified students. When students are not attending regularly and on time, they miss core instruction, enrichment, intervention, and experiential learning opportunities that are central to the Public Waldorf educational program. SCCCS II has identified a need to continue strengthening a culture of positive daily attendance through attendance incentives, recognition, awards, parent phone calls, parent meetings, attendance contracts, letters, home visits, and a prioritized system for identifying and supporting students who are chronically absent.

The second barrier is the academic achievement of students performing well below grade level in ELA and Mathematics. Students who need significant academic support may require additional intervention, tutoring, and differentiated instruction to fully access grade-level standards and the broader course of study. SCCCS II has identified a continued need to strengthen MTSS, academic intervention, tutoring, progress monitoring, and collaboration among teachers, support staff, and specialists to ensure all students, including ELs, SED students, SWD, and other students with identified needs, can access and make progress in the full instructional program.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

In response to locally selected measures and identified barriers, SCCCS II will continue implementing revisions and actions to ensure all students have access to a broad course of study. The Charter School will provide intensive and strategic interventions in ELA and Mathematics for all students, with focused support for significant student groups, including ELs, SED students, SWD, and students performing below grade level. These supports will be provided by teachers and additional support staff through MTSS, tutoring, small group instruction, progress monitoring, and differentiated instruction.

SCCCS II has also purchased curriculum to strengthen reading instruction, upgraded supplemental online curricular resources, and will continue providing designated ELD through an appropriately assigned ELL Teacher. These actions support access to grade level standards and the broader instructional program.

To support safe and healthy access to learning, SCCCS II will continue PBIS, SEL, and restorative practices. These systems are designed to improve attendance, reduce behavioral barriers, strengthen self-regulation, support conflict resolution, and maintain a positive Charter School climate. SCCCS II has added a Social Emotional Learning and Behavior Coordinator, trained staff in crisis intervention and de-escalation, and will continue training staff in Talking Circles to support student well-being, belonging, and engagement in the full course of study.