

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Community School for Creative Education

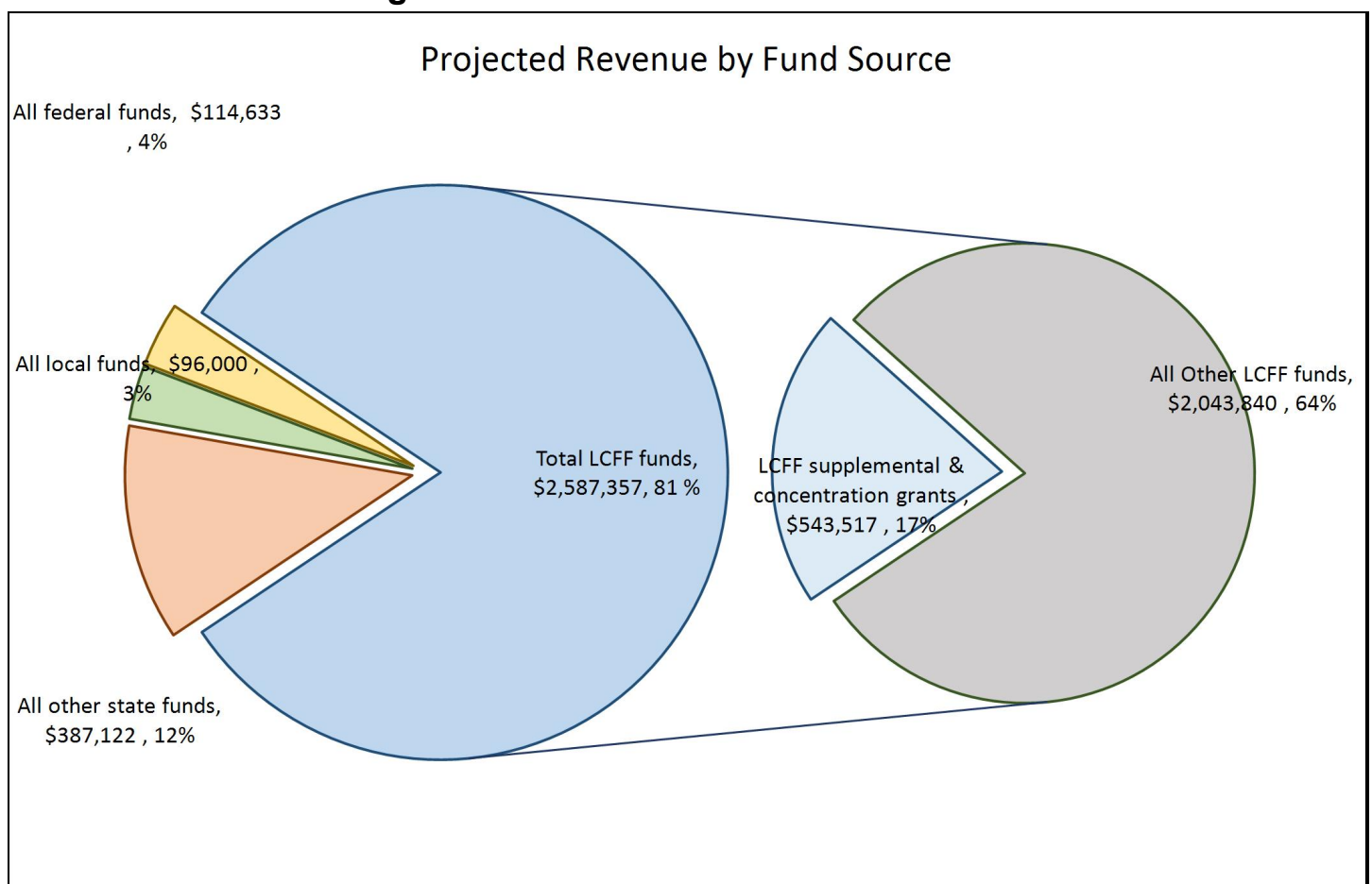
CDS Code: 01 10017 0123968

Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA contact information: Ida Oberman, Executive Director

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2019-20 LCAP Year

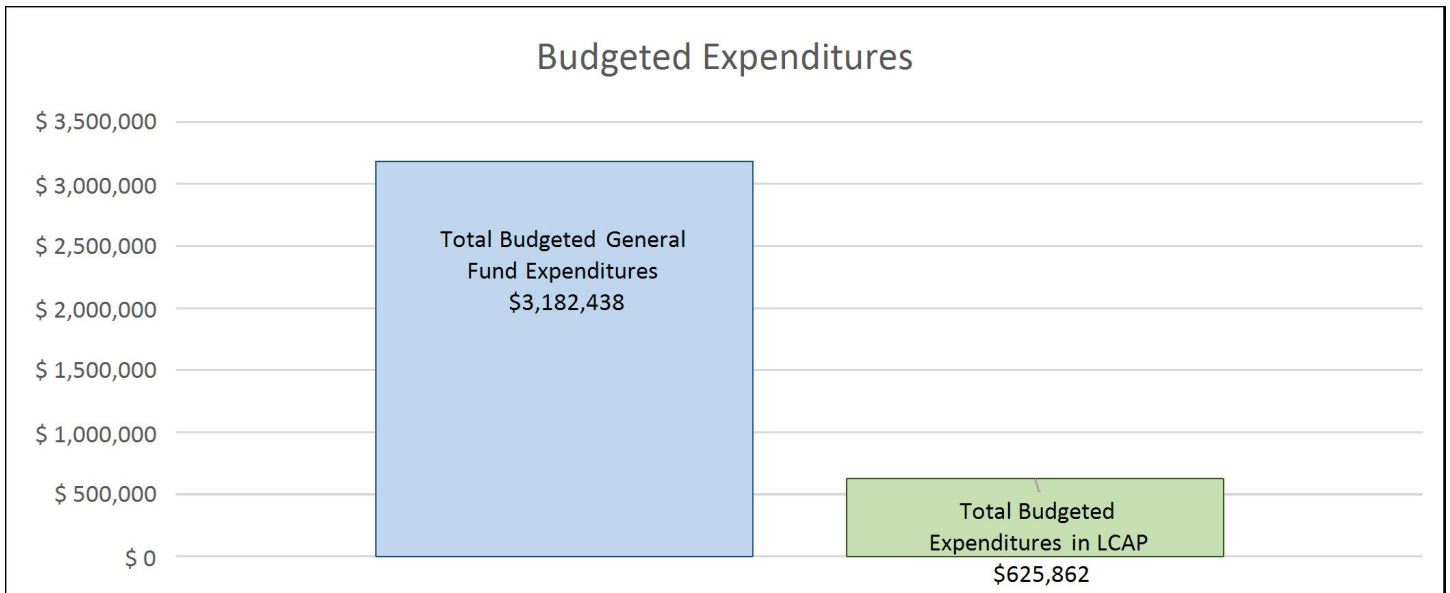


This chart shows the total general purpose revenue Community School for Creative Education expects to receive in the coming year from all sources.

The total revenue projected for Community School for Creative Education is \$3,185,112, of which \$2,587,357 is Local Control Funding Formula (LCFF), \$387,122 is other state funds, \$96,000 is local funds, and \$114,633 is federal funds. Of the \$2,587,357 in LCFF Funds, \$543,517 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Community School for Creative Education plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Community School for Creative Education plans to spend \$3,182,438 for the 2019-20 school year. Of that amount, \$625,862 is tied to actions/services in the LCAP and \$2,556,576 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

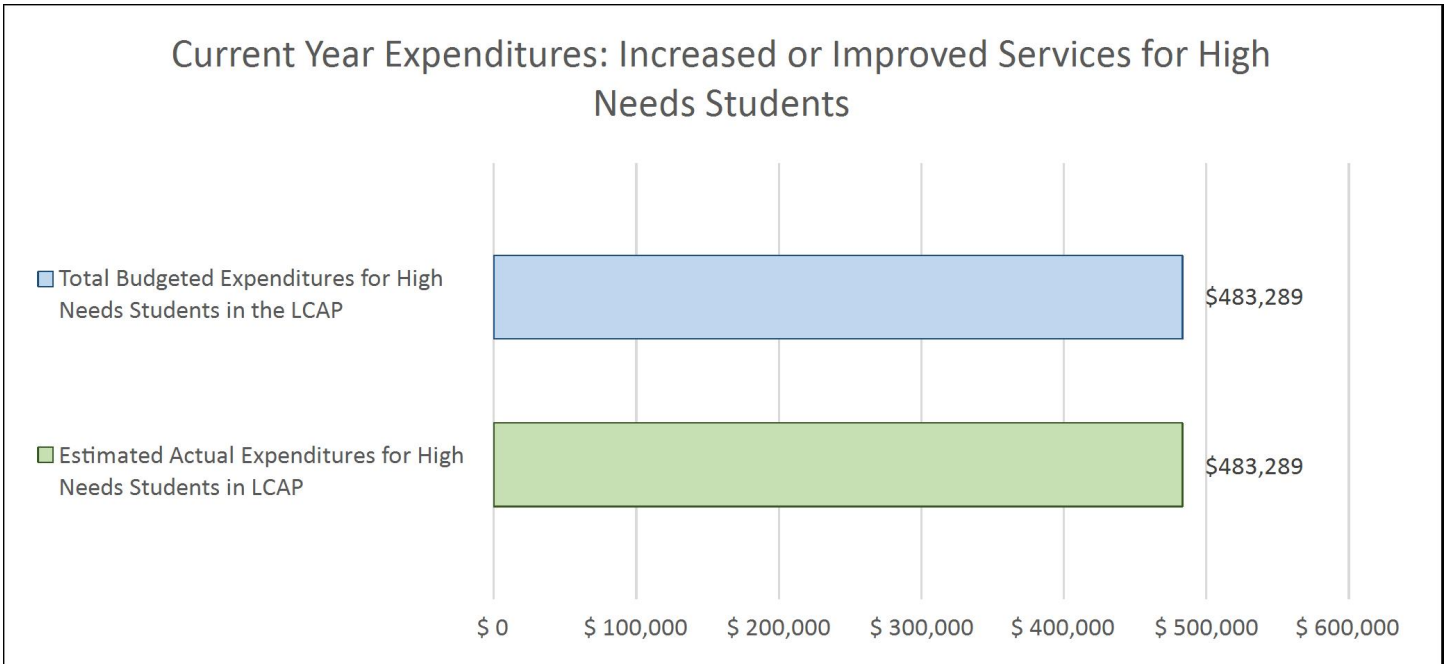
The LCAP focused on Supplemental & Concentration grant funding, as well as unduplicated pupils or high needs students. CSCE spent additional resources serving all students.

Increased or Improved Services for High Needs Students in 2019-20

In 2019-20, Community School for Creative Education is projecting it will receive \$543,517 based on the enrollment of foster youth, English learner, and low-income students. Community School for Creative Education must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Community School for Creative Education plans to spend \$543,616 on actions to meet this requirement.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2018-19



This chart compares what Community School for Creative Education budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Community School for Creative Education estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, Community School for Creative Education's LCAP budgeted \$483288.67 for planned actions to increase or improve services for high needs students. Community School for Creative Education estimates that it will actually spend \$483288.67 for actions to increase or improve services for high needs students in 2018-19.

2019-20

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[California School Dashboard](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
Community School for Creative Education	Ida Oberman Executive Director	idao@communityschoolforcreativeeducation.org 510-686-4131

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Community School for Creative Education (CSCE) TK-8, now entering its ninth year, is among the most diverse schools in one of the most diverse neighborhood- San Antonio, and among one of the most diverse cities nationally- Oakland, California. CSCE serves its community through its first-of-a-kind Waldorf, standards-aligned, equity-focused full-service community model. It serves students by 'braiding' Waldorf strategies and methods with other best practices within a Waldorf equity-focused framework. CSCE realizes its goal in partnership with key allies. Allies span from local groups, including Faith in Action East Bay (Formerly Oakland Community Organizations/OCO), Israelite Baptist Church, Educate78 to countywide, such as the Alameda County Food Bank and Bay Area Community Resource (BACR) Services, to statewide such as California Charter Schools Association (CCSA). National and international allies include the Friends of Waldorf Education, the Waldorf research and training Alanus University in Bonn, Germany, and parents' organizations such as the Waldorf School Zenzeleni in Cape Town South Africa, and the Cheng Du Waldorf School in Cheng Du China.

We are the country's first Transitional K-8 Grade Intercultural Public Waldorf School.

Our Vision Is:

The Community School for Creative Education envisions a future in which: all children have access to quality education; all children experience success in community and career; and youth voices contribute in valued and meaningful ways to the success of an thriving, equitable, and multi-cultural society.

Our Mission Is:

To achieve our vision, the Community School for Creative Education is a TK through 8th grade charter school that partners with families and communities to serve the richly diverse students of Oakland, California. The school is committed to promoting equity in education by providing a rigorous, standards-based academic program integrated into a culturally rich, arts-infused curriculum and guided by ongoing assessment. Through nurturing the whole child – head, heart, and hands – our school prepares culturally competent, well-rounded, lifelong learners and leaders to be college-ready, confident and culturally competent, and prepared to lead, contribute to, and successfully participate in our rapidly changing multicultural society.

CSCE Mission and “What Do We Stand For”:

Our Mission is inspired by the Rudolf Steiner Waldorf methodology to partner with families and communities to provide a rigorous, highly personalized, college preparatory program integrated into a culturally rich, arts-infused curriculum for the diverse students of Oakland.

The School Rests On Three Pillars:

"We take care of SELF"

"We take care of OTHERS"

"We take care of SPACE/s"

We commit to:

- Provide a Common-Core -aligned curriculum
- Be inspired by Waldorf principles
- Stay focused on equity & create change in our society's structure by helping all children to succeed in school and in life.

These pillars provide the school's foundation and direction.

We commit to knitting these together as a professional learning community continuously refining and reflecting on data as we go. We

"Recognize Learning to Read" as a key portal on the path: We recognize: Learning to read well is the cornerstone of creating equitable outcomes for our children.

We do it through integration of:

- Direct and systematic phonics instruction, close reading, guided reading, shared reading and interactive reading in Reader's and Writer's workshop (see Renewal, p 20);
- Core Waldorf practices: Teaching through the artistic; employing main lesson; main lesson book; reinforcement through subjects. (CSCE Renewal, p. 20 & p.25) We follow cutting-edge learning theory by drawing from Waldorf practices in our lesson design which moves from whole (the story) to part (direct instruction) and back to whole (the artistic activity).

We Aim To Be Preventive Rather Than Reactive:

The aim of CSCE is to focus on prevention, intervention, and acceleration of all students.

To achieve this goal, we are committed to create a process similar to Multiple Response to Intervention (M-RTI) and Positive Behavior Interventions and Supports (PBIS) that together provide staff a routine systematic way to identify students in need early on so they can be provided with appropriate interventions.

LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

We were able to increase student achievements with several sub-groups, increased school/community connectedness, and maintain a highly qualified teacher in every classroom, thus fulfilling our three LCAP goals across a range of metrics as detailed.

Our Accountability is To Ourselves: We commit to conducting ongoing inquiry together around focus areas, collecting data and

reflecting on outcomes (Cycle of Inquiry). By inquiring and assessing frequently, regularly and using multiple measures (CSCE Renewal,

p. 52-59) we learn how to do our work better. We engage multiple modalities and interdisciplinary curriculum drawing from Waldorf.

Our goal is to: Meet Common-Core Standards: 80% of 5th graders and beyond will meet or exceed standards in both English Language

Arts and Math.

Specifically, in reading, our target is:

- By end of first grade, a fluency rate of 60 words per minute
- By end of third grade, a fluency rate of 110 words per minute
- By end of fifth grade, a fluency rate of 140 words per minutes (see Renewal, pp. 27-28)

Do that and more: Develop life-long leaders by harnessing Waldorf inspired methods

Do that for all: Both those who are "school dependent" (dependent learners) and those who are not (independent learners)

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

Though Community School for Creative Education (CSCE) serves more English Learners and students with Special Needs than the District and many surrounding schools, we...

- Increased proficiency in State ELA Results from 16% to 30%, receiving "High Growth" award
- Outperformed the District on State ELA Results for African American Students for Four Years Running as of 2018: 30% Proficiency to District 19% Proficiency (Double-digit gains)
- Outperformed the District on State Math Results for African American Students for Four Years Running as of 2018: 20% Proficiency to District 12% Proficiency (Double-digit gains)
- Outperformed District and peers on State Math Results for English and Special Needs Students for Four Year Running as of 2018: 8% Proficiency to District 7% Proficiency (ELA)/8% Proficiency to District 6% Proficiency (Math)
- Improved on State Math Results (SBAC Math) for English Learners and Low Income for Four Years Running; English Learners- 13% and Low Income- 14%
- Of 60 English Learner students showed a Status of "High" at 81.7%, where as a sub-group they "Increased Significantly" with a 18.3% gain in English Learner Progress

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

CAASPP (SBAC) ELA 2018 Data by Grade Performing AT/ABOVE:

- 3rd, 52%
- 4th, 32%
- 5th, 31%
- 6th, 8%
- 7th, 33%
- 8th, 18%

A 30% AT/ABOVE Proficiency. An increase in proficiency of 14% points in 2017 (16%).

CAASPP (SBAC) Math 2018 Data by Grade Performing AT/ABOVE:

- 3rd, 44%
- 4th, 33%
- 5th, 10%
- 6th, 12%
- 7th, 20%
- 8th, 9%

A 22% AT/ABOVE Proficiency. A decrease in proficiency of 1% points in 2017 (23%).

Fountas and Pinnell Data by Grade Performing AT/ABOVE as of Spring 2019:

- 1st, 15%
- 2nd, 23%
- 3rd, 23%
- 4th, 79%
- 5th, 59%
- 6th, 27%
- 7th, 39%
- 8th, 50%

Students in Grades 3rd-8th performed AT/ABOVE Overall at 39%. Based on data, greater practice and support in Reading (Calkins) is needed for cohort students entering second, sixth, and seventh grade.

NWEA Reading Spring 2019 Data by Grade Performing Level 3 (AT) and Level 4 (ABOVE):

- 3rd, 7%%
- 4th, 33%
- 5th, 34%
- 6th, 5%
- 7th, 18%
- 8th, 18%

Students in Grades 3rd-8th performed AT/ABOVE Overall at 20%. Based on data, greater practice and support in Reading is needed for cohort students entering fifth, sixth, and eighth grade.

NWEA Math Spring 2019 Data by Grade Performing Level 3 (AT) and Level 4 (ABOVE):

- 3rd, 16%
- 4th, 28%
- 5th, 12%
- 6th, 0%
- 7th, 14%
- 8th, 0%

Students in Grades 3rd-8th performed AT/ABOVE Overall at 13%. Based on data, greater practice and support in Math is needed for cohort students entering fifth, sixth, and eighth grade.

Based on the California School Dashboard Equity Report: English Learners, Socioeconomically Disadvantaged, Students with Disabilities, and Hispanics scored "Very Low"/"Declined Significantly"/Red.

These sub-groups require immediate remediation and a clear academic growth performance plan.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

CAASPP (SBAC) ELA 2018 Data by Grade Performing AT/ABOVE:

- 3rd, 52%
- 4th, 32%
- 5th, 31%
- 6th, 8%
- 7th, 33%
- 8th, 18%

A 30% AT/ABOVE Proficiency. An increase in proficiency of 14% points in 2017 (16%).

CAASPP (SBAC) Math 2018 Data by Grade Performing AT/ABOVE:

- 3rd, 44%
- 4th, 33%
- 5th, 10%
- 6th, 12%
- 7th, 20%
- 8th, 9%

A 22% AT/ABOVE Proficiency. A decrease in proficiency of 1% points in 2017 (23%).

Fountas and Pinnell Data by Grade Performing AT/ABOVE as of Spring 2019:

- 1st, 15%
- 2nd, 23%
- 3rd, 23%
- 4th, 79%
- 5th, 59%
- 6th, 27%
- 7th, 39%
- 8th, 50%

Students in Grades 3rd-8th performed AT/ABOVE Overall at 39%. Based on data, greater practice and support in Reading (Calkins) is needed for cohort students entering second, sixth, and seventh grade.

NWEA Reading Spring 2019 Data by Grade Performing Level 3 (AT) and Level 4 (ABOVE):

- 3rd, 7%%
- 4th, 33%
- 5th, 34%
- 6th, 5%
- 7th, 18%
- 8th, 18%

Students in Grades 3rd-8th performed AT/ABOVE Overall at 20%. Based on data, greater practice and support in Reading is needed for cohort students entering fifth, sixth, and eighth grade.

NWEA Math Spring 2019 Data by Grade Performing Level 3 (AT) and Level 4 (ABOVE):

- 3rd, 16%
- 4th, 28%
- 5th, 12%
- 6th, 0%
- 7th, 14%
- 8th, 0%

Students in Grades 3rd-8th performed AT/ABOVE Overall at 13%. Based on data, greater practice and support in Math is needed for cohort students entering fifth, sixth, and eighth grade.

Based on the California School Dashboard Equity Report: English Learners, Socioeconomically Disadvantaged, Students with Disabilities, and Hispanics scored "Very Low"/"Declined Significantly"/Red.

These sub-groups require immediate remediation and a clear academic growth performance plan.

Based on the California School Dashboard Equity Report: English Learners, Socioeconomically Disadvantaged, Students with Disabilities, and Hispanics scored "Very Low"/"Declined Significantly"/Red.

These sub-groups require immediate remediation and a clear academic growth performance plan.

Next Steps for academic acceleration and improvement in ELA and Math:

- Improvement in Standard-based instruction, lesson planning and design
- Utilizing the 'Cycle of Inquiry', where data informs instruction and next teaching focus
- Greater personalization and small achievement-level group work
- Improvement in facilitating "Workshop Model" ('Braiding'/Blending of Waldorf/Calkins Model, and Waldorf/EngageNY Model)
- Data Conferences with students using both formative and summative assessments
- Focus on students becoming "Independent Learners" based on Hammond's work and research
- Improving using Waldorf thematic and project-based learning to 'shore-up' skills and 'real-life' application/s