

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

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The following is the local educational agency’s (LEA’s) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

Increase student achievement for all students

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator SBAC, Fountas & Pinnell, NWEA Data</p> <p>19-20</p> <p>1.1 Number of English Learners making annual present-level progress toward English proficiency has increased by at least one bandwidth on CELDT; the number of LTELS has decreased by 50%.</p> <p>1.2 The number of students attaining English Language Arts proficiency on state (SBAC) and local (MAP) assessments has increased by 50% and the number of students attaining Mathematics proficiency on state (SBAC) and local (MAP) assessments has increased by 50%..</p> <p>1.3 The number of main lesson book essays teachers score proficient or higher using the locally constructed peer review rubric increases by 20%.</p>	<p>1.1 Number of English Learners making annual present-level progress toward English proficiency has increased by at least one bandwidth on ELPAC (previously CELDT); the number of LTELS has decreased by 19%.</p> <p>1.2 The number of students attaining English Language Arts proficiency on state (SBAC) increased by just over 50% as measured by Spring 2018 v Spring 2017. Utilizing 2017-2018 SBAC data to establish the baseline for number of students attaining English Language Arts proficiency (30%) and Mathematics (22%). Student Groups ELA Change from 2016-2017 to 2017-2018 SBAC: All Students- +14, ELs- +6, SD- +3, ED- +4 Student Groups Math Change from 2016-2017 to 2017-2018 SBAC: All Students- -6, ELs- -8, SD- -7, ED- -6</p>

Expected	Actual
	<p>Based on CORE Individual Student Growth Data, the actual student growth data is particularly encouraging from 16-17 and 17-18. While the change in proficiency and distance from standard are impressive they do not provide as good of insight into the CSCE instructional program. Because growth data tracks the same kids over time and accounts for student demographics and prior achievement, it gives a better assessment of the CSCE instructional program.</p> <p>The results are strong, particularly in English Language Arts (ELA) where CSCE ranks as a high growth school for both Elementary (72nd percentile) and Middle (94th percentile) grade spans. That is, when accounting for student demographic factors and prior achievement, CSCE students, on average, experienced significantly greater growth in ELA than other CORE schools. For Math, Math CSCE ranks as an above average growth school for Elementary (61st percentile) and Middle (65th percentile) grade spans. That is, when accounting for student demographic factors and prior achievement, CSCE students, on average, experienced slightly greater growth in ELA than other CORE schools.</p> <p>On local MAP assessments Spring 2018 versus Spring 2019, the overall student performance has decreased:</p> <p>In light of these data, on MAP we saw a decline in overall student growth Spring 2018 - Spring 2019 ELA -7 and Math -3. The percentage of students attaining English Language Proficiency on local (NWEA MAP) 2018-2019 for Spring 2019 is 20% and the percentage of students attaining Mathematic Proficiency on local (NWEA MAP) 2018-2019 for Spring is 13%.</p> <p>1.3 The number of main lesson book essays teachers score proficient or higher using the locally constructed peer review rubric increases by 20%.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Action 1.1: Implement Guided Reading Groups to meet students' individual needs as identified by reading assessments: Fountas & Pinnell, CELDT, MAP, SBAC (1.1, 1.2, 1.4)</p> <p>a. All 10 classroom teachers do Reading Workshop and Writing Workshop models review, grade-level and vertical team planning; teachers not yet CLEARed receive weekly session with in-house BTSA coach; all teachers receive choice every trimester to model lesson, observe a lesson or be observed; all receive trimester support in planning upcoming block, and support implementation year round through walk-throughs from Principal, Executive Director, members of Instructional Leadership Team (ILT), and/or Waldorf Coach using SIOF Classroom Observation Tool and Planning Tool Use.</p> <p>b. Administer assessments for identified students every three weeks for those below grade level in reading, and for all every 10 weeks to track and regroup students according to their progress.</p> <p>c. Strengthen and test Waldorf inspired integrated MTSS plan (M-RTI and PBIS/Restorative Justice) to identify and support students who are not making progress and accelerate reading instruction accordingly.</p> <p>c. Increase teacher collaboration time to review data and plan individualized instruction through dedicated time every Wednesday joined with planned review of data after every testing window during Wednesday collaboration.</p>	<p>Expense: Certificated salaries and benefits, certified hourly curriculum development, substitutes, workshops 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 60000</p>	<p>Expense: Certificated salaries and benefits, certified hourly curriculum development, substitutes, workshops 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 60000</p>
<p>Action 1.2. Provide a comprehensive summer program to accelerate students below proficient</p> <p>a. Offer 5-week summer school June 10 - July 12 2019;</p> <p>b. Utilize student performance pre- and post-standardized assessment</p>	<p>Expense: Classified salaries, non-certified salaries, contract for services, substitutes, conference cost. 2000-2999: Classified Personnel Salaries Supplemental and Concentration 40000</p>	<p>Expense: Classified salaries, non-certified salaries, contract for services, substitutes, conference cost. 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 40000</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>c. Use CELDT Scores and disaggregated Fountas and Pinnell and NWEA scores in Summer School learning program to individualize ELD instruction</p>		
<p>Action 1.3: Maintain accurate data</p> <p>a. Continue administration and front office on data entry, required Ed Code training and all civil rights requirements.</p> <p>b. Train teachers to conduct data entry, required Ed Code and all civil rights requirements;</p> <p>BUILD INTO PD CALENDAR</p> <p>c. In Summer Training, August 5 to August 15 set time to meet and evaluate data with administration and staff to maintain accurate data entry.</p>	<p>Certificated salaries, certificated hourly curriculum development, substitutes, coaching and peer observation 2000-2999: Classified Personnel Salaries Supplemental and Concentration 17500</p>	<p>Certificated salaries, certificated hourly curriculum development, substitutes, coaching and peer observation 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 17500</p>
<p>Action 1.4: Continue to transition and implement SBAC, English Development Standards and Next Generation science Standards (NGSS)</p> <p>a. Continue to develop teacher-designed Waldorf-inspired SBAC/ELD aligned curricular blocks- ;</p> <p>b. Support instructional coaching sessions to assist staff in implementing of Waldorf inspired SBAC/ELD through Urban Waldorf Training, Year 3 -Goral & BAPAN and ongoing mentoring internally lead teachers to beginning teachers & -aligned blocks</p>	<p>Certificated salaries, certificated hourly curriculum development, substitutes, coaching and peer observation 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$85500</p>	<p>Certificated salaries, certificated hourly curriculum development, substitutes, coaching and peer observation 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$85500</p>
<p>Action 1.5: Teachers are going to be given a curriculum framework for the Common Core Standards, as well as the Next Generation Science Standards. The framework will help teachers to have a better</p>	<p>Expense: Certified salaries, non-certified salaries, contract for services,</p>	<p>Expense: Certified salaries, non-certified salaries, contract for services,</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>understanding of the curriculum and standards for their specific grade level.</p> <p>a. Teachers have created Waldorf-inspired CCSS curricular blocks that have integrated and aligned ELA and the NGSS or the Social Studies State Standards. Teachers will also be refining these blocks to enhance learning.</p> <p>b. Throughout the year teachers will meet with in-house instructional coaches, upper and lower grade leaders, Dr. Goral, and participate in BAPAN (Bay Area Performance Assessment Network.) Teachers will have regular coaching instruction from in-house coaches and meetings with Lower or Upper grades teacher leaders. Teachers will meet with Dr. Goral 4 times during the school year. Teachers will participate in Cycle 4 of BAPAN.</p>	<p>Substitutes, conference cost, travel Non certified 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 192500</p>	<p>Substitutes, conference cost, travel Non certified 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 192500</p>

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Goal 2

Increase school/community connectedness by promoting a safe and welcoming school environment for all families and students so that all students are in their classes ready to learn on time.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator ADA/Surveys</p> <p>19-20 Increase of school attendance to 96% Decrease chronic absenteeism by 50% Decrease student suspension by 50% Maintain student expulsion rate at 0% Increase parental participation in programs for unduplicated students by 50% Increase parental involvement in programs for students with exceptional needs by 50% Increase parent participation in making decisions regarding our school by 50% Increase student engagement report classroom level survey data by 25%</p>	<p>While our goal was to increase of school attendance to 96%, our Actual Spring 2021 was 82%, so we fell short by 14%. While the goal was to decrease chronic absenteeism by 50%, this goal was not achieved: May 2021 we were at 17.2%% chronic absences down from 13% Spring 2019.</p> <p>We were able to increase parental participation in programs for unduplicated students by over 20% when tracking number of parents engaged in our Community Chats, Town Hall Meetings, and Mobile Pantry and Learning Packet Pick Up and Tech Clinics but the metric is rough as the conditions of distance learning shifted the circumstance and need.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Action 2.1:</p> <p>Maintain CSCE Attendance Policy Increase attendance by 1.5% for the 2019 – 2020 school year.</p>	<p>Expense: Certificated salaries, classified salaries 1000-1999: Certificated Personnel Salaries Base \$20,659.36</p>	<p>Expense: Certificated salaries, classified salaries 1000-1999: Certificated Personnel Salaries LCFF Base 20,659.36</p>
<p>Action 2.2:</p> <p>Continue to work in partnership with Oakland Community Organizations to build strong parent leadership and powerful volunteer culture in the school and community. Use surveys throughout the school year to determine effectiveness.</p>	<p>Expense: Certificated salaries, classified salaries, materials and supplies 2000-2999: Classified Personnel Salaries Base \$1,377.29</p>	<p>Expense: Certificated salaries, classified salaries, materials and supplies 2000-2999: Classified Personnel Salaries LCFF Base \$1,377.29</p>
<p>Action 2.3:</p> <p>Work with Parent Focus Group to build strong parent engagement through Parents in Action engagement. Sign-in sheets, surveys, press releases and publications.</p>	<p>Expense: Certificated salaries, classified salaries, materials and supplies 2000-2999: Classified Personnel Salaries Base \$2,065.93</p>	<p>Expense: Certificated salaries, classified salaries, materials and supplies 2000-2999: Classified Personnel Salaries LCFF Base \$2,065.93</p>
<p>Action 2.4:</p> <p>a. Implement, align to CSCE core Waldorf strategies and support school-wide Waldorf-Inspired MBSS (M-RTI- PBIS/Restorative Justice) behavior plan and linked culturally relevant positive behavioral processes and intervention to meet the needs of students in danger of suspension;</p> <p>b. Measure progress through suspension rates and TRIPOD student surveys.</p>	<p>Expense: Certificated salaries, classified salaries, certificated curriculum development, materials and supplies; Waldorf & PBIS trainings&Restorative Justice Trainings 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$88000</p>	<p>Expense: Certificated salaries, classified salaries, certificated curriculum development, materials and supplies; Waldorf & PBIS trainings&Restorative Justice Trainings 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$88000</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Action 2.5</p> <p>a. Continue to support food dignity through Alameda County Food Bank Partnership for Mobile Food Pantry</p>	<p>Expense: Contract for services, certificated hourly curriculum development, substitutes, conferences and travel 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$1500</p>	<p>Expense: Contract for services, certificated hourly curriculum development, substitutes, conferences and travel 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$1500</p>
<p>Action 2.6</p> <p>Utilize, strengthen and continue to document Waldorf strategies -</p> <p>a. Morning and Classroom Circle/Advisory b. Storytelling c. Main Lesson Book Design</p> <p>Utilize MTSS Pyramid Data Analysis to track student, and sub group growth.</p>	<p>Expense: Certificated salaries, classified salaries, certificated curriculum development, materials and supplies 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$10000</p>	<p>Expense: Certificated salaries, classified salaries, certificated curriculum development, materials and supplies 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$10000</p>
<p>Action 2.7</p> <p>a. Utilize MTSS Pyramid Data Analysis to track student, and sub group growth.</p>	<p>Expense: Certificated salaries, classified salaries, certificated curriculum development, materials and supplies 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 12500</p>	<p>Expense: Certificated salaries, classified salaries, certificated curriculum development, materials and supplies 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 12500</p>

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Goal 3

Goal 3.1 Maintain a highly qualified teacher in every classroom;
 Goal 3.2 Strengthen our outcome-based plan and regularly monitor its implementation;
 Goal 3.3 Maintain all necessary instructional materials aligned to Common Core and our Waldorf inspired Standards-aligned program;
 Goal 3.4 Maintain clean facilities.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Annual Audits of Inventories 19-20 1. Maintain 100% teaches appropriately assigned 2. At least 80% of students receive a satisfactory in Main Lesson Blocks/KDR 3. At least 90% of teacher collaboration logs are submitted complete 3. Review of inventory at beginning and end of year and show 100% complete 4. Custodian Townsend Checklist shows at least 95% completion of tasks on three spot checks.</p>	<p>1. Maintained 100% teaches appropriately assigned 2. Just over 75% of students receive a satisfactory in Main Lesson Books among those classes that conducted these in distance learning 3. Our review of inventory at beginning and end of year showed 100% complete 4. Custodian Townsend Checklist showed 100% completion of tasks on three spot checks</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Action 3.1</p> <p>Students receive instruction from highly qualified teachers with appropriate credentials (Williams Act).</p>	<p>Expense: Contract for services, workshop costs, certificated salary and benefit 1000-1999: Certificated Personnel Salaries Base \$7,630.93</p>	<p>Expense: Contract for services, workshop costs, certificated salary and benefit 1000-1999: Certificated Personnel Salaries LCFF Base \$7,630.93</p>
<p>Action 3.2</p> <p>Through process of regular LCAP review, school will strengthen plan how to best support the academic needs of all students, with intensity for Economically Disadvantaged students English Learners, (see Goal 1), and monitor on a regular basis.</p>	<p>Expense: Certificated salaries, certificated hourly for collaboration around student data 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$43,626.40</p>	<p>Expense: Certificated salaries, certificated hourly for collaboration around student data 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$43,626.40</p>
<p>Action 3.3:</p> <p>Students receive required instructional materials.</p>	<p>Expense: Instructional materials 4000-4999: Books And Supplies Base \$6,886.45</p>	<p>Expense: Instructional materials 4000-4999: Books And Supplies LCFF Base \$6,886.45</p>
<p>Action 3.4</p> <p>Facilities are clean, safe, and well-maintained (Williams Act).</p>	<p>Expense: Custodial services 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$36,116.30</p>	<p>Expense: Custodial services 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$36,116.30</p>

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

[Empty text box for description of successes and challenges]

Goal 4

State and/or Local Priorities addressed by this goal:

State Priorities:
Local Priorities:

Annual Measurable Outcomes

Expected	Actual
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Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Goal 5

State and/or Local Priorities addressed by this goal:

State Priorities:
Local Priorities:

Annual Measurable Outcomes

Expected	Actual
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Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Goal 6

State and/or Local Priorities addressed by this goal:

State Priorities:
Local Priorities:

Annual Measurable Outcomes

Expected	Actual
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Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Goal 7

State and/or Local Priorities addressed by this goal:

State Priorities:
Local Priorities:

Annual Measurable Outcomes

Expected	Actual
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Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Goal 8

State and/or Local Priorities addressed by this goal:

State Priorities:
Local Priorities:

Annual Measurable Outcomes

Expected	Actual
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Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Goal 9

State and/or Local Priorities addressed by this goal:

State Priorities:
Local Priorities:

Annual Measurable Outcomes

Expected	Actual
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Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Goal 10

State and/or Local Priorities addressed by this goal:

State Priorities:
Local Priorities:

Annual Measurable Outcomes

Expected	Actual
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Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
In-person assistance - setup, monitoring, homework help for students	\$30,000	0	Yes
In-person instruction - daily instruction, setup, monitoring, and homework help for students	\$100,000	0	Yes
PPE	\$10,000	0	Yes
Custodial Services	\$40,000	0	No
Janitorial Supplies	\$15,000	0	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

CSCE did not operate In-Person learning in 2020-21.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

CSCE did not operate In-Person learning in 2020-21. Constantly reviewing Federal, State, and County guidance, as well as analyzing local trends, CSCE consulted with families, staff, and community. Given the limited indoor space, challenging outdoor space, and limited additional options, CSCE determined it was safest to operate virtually.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Daily attendance monitoring, communication with families, weekly engagement tracking and support.	\$75,000	\$75,000	Yes
Increased technology for students, including students with disabilities, including chromebooks.	\$8,500	\$8,500	Yes
Zoom licenses	\$2,000	\$2,000	Yes
Curriculum coordination, coaching, and training specialists.	\$100,000	\$100,000	Yes
Special Education support through consultants	\$40,000	\$40,000	Yes
School counseling and Student support services coordinator	\$150,000	\$150,000	No
Collaboration and professional development (weekly), to improve student achievement	\$30,000	\$30,000	No
Waldorf learning kits/distribution	\$10,000	\$10,000	Yes
Distance Learning professional development, including consultant, books, copies, materials	\$30,000	\$30,000	Yes
Multilingual literacy - Spanish lower grades	\$10,000	\$10,000	Yes
Multilingual interpretation for school events, documents, classrooms	\$2,500	\$2,500	Yes
Enrollment center - Oakland Enrolls	\$4,000	\$4,000	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Continuity of Instruction - CSCE operated in full Distance Learning throughout 2020-21. As such, there was no loss of continuity of instruction. Access to Devices and Connectivity - CSCE participated in the City of Oakland's Oakland Undivided program, ensuring all Oakland students had access to a learning device. Students outside of Oakland were given a device directly from CSCE. Pupil Participation and Progress - tracked using Google sheets per teacher/classroom. Distance Learning Professional Development - CSCE provided a two week training to all staff - returning and new - at the beginning of the school year, and provided continuous professional development opportunities. Staff Roles and Responsibilities - staff roles and responsibilities increased immensely for all staff throughout CSCE. Support for Pupils with Unique Needs - all CSCE students were supported, with intensive support to pupils with unique needs.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Teacher office & support hours and time	\$75,000	\$75,000	No
CSCE/CST (Cal State Teach) Partnership program/Summer School	\$20,000	\$20,000	Yes
Paraprofessional supports - staff spending 100% of time directly supporting SPED students	\$40,000	\$40,000	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

CSCE is providing a Summer Learning Lab (SLL) with support of the Cal State Teach faculty partnership. All students were invited, and those pupils identified as at risk for increased learning loss were personally recruited to attend SLL. Additionally, CSCE is operating an ELD program to help its newcomers, ELL, and any interested students.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

CSCE supported the whole child in 2020-21, including academic, social, and economic (food & supplies) support to ALL students, regardless of need. A challenge with this is the stress to all staff members in providing supports to all students and families.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Pupils were engaged by all staff at CSCE, and families engaged as appropriate and safe for all. CSCE staff reached out with both general and intentional/specific support for its students. Families were invited to campus for food and learning packet pickups. When transportation or COVID prohibited families from coming to campus, CSCE staff delivered all needed supplies to the families.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

CSCE operated a twice-monthly food pantry and twice-weekly meal distributions. CSCE started its School Food Authority under the pandemic, and had to navigate the program, applications, and SSO while staff worked mostly remotely. CSCE was able to increase its services to include supper in the spring. CSCE now serves breakfast, lunch, and supper for free to students and community members, and will continue these distributions through June 2021.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Pupil Engagement and Outreach	Parent outreach - Staff time and resources to assist parents with Distance Learning; interpreter time.	\$5,000	\$5,000	No
Pupil Engagement and Outreach	Parent Teacher Home Visit Program	\$0	0	No
Mental Health and Social and Emotional Well-Being	Positive Behavior Intervention & Supports and Social Emotional Learning - team time, SEL integration into instruction, professional development to increase connectedness	\$25,000	\$25,000	Yes
Pupil Engagement and Outreach	Family Resource Center (FRC) - partnership, including outreach and home visits to connect with unreachable students. Includes capacity-building	\$10,000	\$10,000	Yes
Mental Health and Social and Emotional Well-Being	CSCE's FRC is a hub in our community-wide effort to address mental and physical health needs. Including home deliveries of food, technology, and learning supplies. As Community School is able to identify family needs, the FRC will address emerging needs.	\$10,000	\$10,000	No
Distance Learning Program	Interpretation services	\$10,000	\$10,000	Yes
Pupil Engagement and Outreach	family communication program to establish partnerships and engage with families	\$2,000	\$2,000	Yes

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

N/A

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

CSCE did not operate in-person programming in 2020-21, with the exception of testing in cohorts. CSCE learned from the cohort model, and is using that experience to inform its return to reopen plan for August 2021. Staff identified both successes and weaknesses in its planning and execution of testing on campus, and is prepared to update and adjust its procedures to operate fully in-person in 2021-22.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

CSCE has enhanced its summer programming, offering a Summer Learning Lab - a partnership with CalState Teach, added an ELD program, and is providing extra ESY services. All students are welcomed to both the Summer Learning Lab and the ELD program. Students with unique needs or those identified as being at greater risk of learning loss were specifically recruited for CSCE's extra programming. In 2021-22, CSCE is increasing its intervention services and adding an Independent Study Coordinator to enhance its outreach to students who may not be ready to return to school in-person.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

N/A

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

The COVID-19 pandemic affected CSCE, its students, families, and communities greatly. Our team and community dealt with great personal and professional difficulties, and learned many lessons along the way. The pandemic and virtual learning stressed the system, identifying weaknesses and providing opportunities for intervention and increased services. These services are being increased in 2021-22 and beyond, and will become part of CSCE's model, though the support may scale back after one-time funding is depleted. The current opportunity to provide greater support to all students, with specific support to our students with the greatest needs, allows CSCE's staff to use one-time and ongoing funding to support these endeavors.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	625,862.66	625,862.66
Base	38,619.96	0.00
LCFF Base	0.00	38,619.96
LCFF Supplemental and Concentration	0.00	587,242.70
Supplemental and Concentration	587,242.70	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	625,862.66	625,862.66
1000-1999: Certificated Personnel Salaries	521,916.69	521,916.69
2000-2999: Classified Personnel Salaries	60,943.22	60,943.22
4000-4999: Books And Supplies	6,886.45	6,886.45
5000-5999: Services And Other Operating Expenditures	36,116.30	36,116.30

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	625,862.66	625,862.66
1000-1999: Certificated Personnel Salaries	Base	28,290.29	0.00
1000-1999: Certificated Personnel Salaries	LCFF Base	0.00	28,290.29
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration	0.00	493,626.40
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	493,626.40	0.00
2000-2999: Classified Personnel Salaries	Base	3,443.22	0.00
2000-2999: Classified Personnel Salaries	LCFF Base	0.00	3,443.22
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	0.00	57,500.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	57,500.00	0.00
4000-4999: Books And Supplies	Base	6,886.45	0.00
4000-4999: Books And Supplies	LCFF Base	0.00	6,886.45
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	0.00	36,116.30
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	36,116.30	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	395,500.00	395,500.00
Goal 2	136,102.58	136,102.58
Goal 3	94,260.08	94,260.08

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$195,000.00	
Distance Learning Program	\$387,075.00	\$387,075.00
Pupil Learning Loss	\$135,000.00	\$135,000.00
Additional Actions and Plan Requirements	\$62,000.00	\$62,000.00
All Expenditures in Learning Continuity and Attendance Plan	\$779,075.00	\$584,075.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$40,000.00	
Distance Learning Program	\$180,000.00	\$180,000.00
Pupil Learning Loss	\$75,000.00	\$75,000.00
Additional Actions and Plan Requirements	\$15,000.00	\$15,000.00
All Expenditures in Learning Continuity and Attendance Plan	\$310,000.00	\$270,000.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$155,000.00	
Distance Learning Program	\$207,075.00	\$207,075.00
Pupil Learning Loss	\$60,000.00	\$60,000.00
Additional Actions and Plan Requirements	\$47,000.00	\$47,000.00
All Expenditures in Learning Continuity and Attendance Plan	\$469,075.00	\$314,075.00