

Charter Renewal Petition for

Community School for Creative Education

Escuela Comunitaria de Educación Creativa

TRƯỜNG HỌC CỘNG ĐỒNG CHO SÁNG KIẾN HỌC TẬP

社區學校暨創作教育

Prepared for:

Alameda County Board of Education

For renewal term of July 1, 2021 – June 30, 2026

on November 5, 2020

www.communityschoolforcreativeeducation.org

School Motto

Receive the Child in Reverence, Educate the Child in Love, Let the Child Go in Freedom

El niño ha de ser recibido con respeto, educado con amor, puesto en la vida finalmente en libertad

Đón Nhận Đứa Trẻ Với Sự Trân Quý, Giáo Dục Đứa Trẻ Trong Tình Yêu Thương,

ĐỂ Đứa Trẻ Bước Đi Trong Tự Do

以尊敬的心接納孩子, 以愛心教育孩子, 以自由自在的態度讓他們翱翔

استقبلوا الأطفال بكل قدسية وعلوهم بكل حب ودعوهم يشقوا طرقهم بكل حرّية

In Ehrfurcht empfangen; in Liebe erziehen; zu Freiheit entlassen.

- Rudolph Steiner 1861-1925

(Founder of First Waldorf School)

Mission

The Community School for Creative Education partners with families and communities to provide a rigorous college-preparatory program integrated into a culturally rich, arts-infused, highly personalized curriculum inspired by Waldorf education for the diverse students of Oakland to promote equity and prepare culturally competent, well-rounded, lifelong learners to lead, contribute to, and successfully participate in our rapidly changing multicultural society.

La Escuela Comunitaria para la Educación Creativa socios con las familias y las comunidades para proporcionar un riguroso programa de preparación universitaria integrada en una gran riqueza cultural, infundido con las artes, plan de estudios altamente personalizado inspirado en la educación Waldorf para los diversos estudiantes de Oakland para promover equidad y prepararlos para que sean culturalmente competentes, equilibrados, aprendices de por vida para dirigir, contribuir y participar con éxito en nuestra sociedad mult cultural que cambia rápidamente.

社羣創新學校與家庭及社區合作以提供嚴格的大學預科課程。以華道夫的教學方法，融入豐富的文化，藝術及個別設計的課程，以造福屋崙不同文化的學生。提倡平等博愛，尊重文化，平均發展及永不止息的學習精神。使學生能在變化多端的多元文化社會中，投身參與，建樹良多。

Trường Giáo dục cho Sáng tạo Cộng đồng hợp tác với các gia đình và cộng đồng để cung cấp một chương trình dự bị đại học nghiêm ngặt, được kết hợp vào một chương trình giảng dạy đa văn hoá, giàu tính nghệ thuật, được truyền cảm hứng từ nền giáo dục Waldorf cho các học sinh đa sắc tộc của Oakland, thúc đẩy toàn diện về văn hoá và chuẩn bị năng lực học toàn diện, để tham gia, đóng góp và lãnh đạo thành công vào xã hội đa văn hóa đang thay đổi nhanh chóng của chúng ta.

المهمة تتعاون المدرسة المجتمعية للتعليم الإبداعي مع الأسر والمجتمعات لتوفير برنامج تحضيري للجامعة دقيق ومندمج مع منهج مخصص وغني ثقافياً و فنيا و مستوحى من تعليم والدورف لطلاب أوكلاند المتعددي الثقافات. نسعى بذلك لتعزيز العدالة وإعداد طلاب أكفاء ثقافياً ذوي مهارات عالية ومتعلمين مدى الحياة من شأنهم قيادة مجتمعنا المتعدد الثقافات والمشاركة والإسهام فيه بنجاح الرؤية

Vision

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 a thriving, equitable, and multicultural society.

La Escuela Comunitaria para la Educación Creativa tiene la vision a futuro donde los niños tienen acceso a una educación de calidad, todos los niños experimentan el éxito en la comunidad y en su carrera, y las voces de los jóvenes contribuyen con valores y formas significativas para el éxito de una sociedad próspera, equitativa y multicultural.

社羣創新學校祈望將來所有的學童都能接受優良的教育，在社區及職業上建立成功的碩果。青年的呼聲能被重視，在這活力充沛的，人人平等的多元化社會中，作出有意義的貢獻

Trường Giáo dục cho Sáng tạo Cộng đồng hình dung một tương lai, trong đó tất cả trẻ em được tiếp cận với nền giáo dục chất lượng; Tất cả trẻ em đều thành công trong cộng đồng và nghề nghiệp; Tiếng nói của giới trẻ đóng góp theo những cách có giá trị và ý nghĩa vào sự thành công của một xã hội phát triển mạnh mẽ, bình đẳng và đa văn hóa.

الرؤية تتطلع المدرسة المجتمعية للتعليم الإبداعي إلى مستقبل يتمتع فيه جميع الأطفال بإمكانية الحصول على تعليم جيد يحقق فيه جميع الأطفال النجاح في مجتمعاتهم و مساراتهم المهنية وتساهم فيه أصوات الشباب بطرق قيمة في نجاح مجتمع مزدهر وعادل ومتعدد الثقافات

TABLE OF CONTENTS

AFFIRMATIONS AND DECLARATIONS	vi
SUMMARY OF REVISIONS	ix
INTRODUCTION: RATIONALE FOR RENEWAL APPROVAL	1
A. ELEMENT 1: OVERVIEW OF EDUCATIONAL PROGRAM	14
1. Targeted School Population – Whom the School is Attempting to Serve	14
2. Attendance.	16

3.	What it Means to be an Educated Person in the 21st Century.	21
4.	How Learning Best Occurs.	22
5.	Goals and Actions in the State Priorities	41
6.	Local Control and Accountability Plan (LCAP) 2019-2020 and Learning Continuity and Assessment Plan 2020	41
B.	ELEMENT 2: LOCALLY-DEFINED PUPIL OUTCOMES (MEASURABLE STUDENT OUTCOMES)	42
C.	ELEMENT 3: STATE PRIORITY AREA GOALS AND ACTIONS	51
1.	General Outcomes and General Proficiency Levels	51
2.	Assessment Tools	51
3.	Assessments in Line with Mission	51
4.	Plan for Collecting, Analyzing and Reporting Performance	51
D.	ELEMENT 4: SPECIAL EDUCATION	55
1.	Assurances and Goals.	55
2.	Evidence of LEA status in the El Dorado County Office of Education Charter SELPA.	55
3.	Pre-Referral and Referral Process	56
4.	§504 of the Rehabilitation Act Compliance.	56
5.	Services for Students Under IDEA.	58
6.	Staffing and Professional Development.	58
7.	Notification and Coordination.	59
8.	Identification and Referral.	59
9.	Assessments.	60
10.	IEP Meetings.	61
11.	IEP Development	61
12.	IEP Implementation and Review	62
13.	Initial and Interim Placements of New CSCE Students	63
14.	Non-Public Placements/Non-Public Agencies	63
15.	Non-discrimination	63
16.	Parent/Guardian Concerns and Complaints	63
17.	Due Process Hearings	64
18.	Funding	64
E.	ELEMENT 5: GOVERNANCE STRUCTURE	65
1.	Corporate Structure	65
2.	CSCE Board Members	67
3.	Alameda County Board of Education Representation	67
4.	Brown Act and Conflict of Interest Rules	68
5.	CSCE Development and Leadership Team.	68
6.	Parent/Guardian Role in Operation of CSCE	68
7.	Student Council	68
8.	Charter School Leadership	69
F.	ELEMENT 6: EMPLOYEE QUALIFICATIONS	70
G.	ELEMENT 7: SCHOOL HEALTH AND SAFETY PROCEDURES	81
H.	ELEMENT 8: RACIAL BALANCE	85
I.	ELEMENT 9: ADMISSIONS POLICY	89
1.	Legal Assurances	89
2.	Commitment to a Discrimination-free and Harassment-free Education	90
3.	Admission Requirements	90
4.	Public Random Drawing	90
J.	ELEMENT 10: FINANCIAL AUDITS	92
1.	Audit History	92
2.	Compliance with Education Code §§ 47605(c)(5)(l) and 47605(m)	92

3.	Scope of Audit	92
4.	Auditor and Audit Standards	93
K.	ELEMENT 11: SUSPENSION AND EXPULSION PROCEDURES	94
L.	ELEMENT 12: STAFF RETIREMENT SYSTEM	95
1.	Eligibility	95
2.	Withholdings	95
M.	ELEMENT 13: ATTENDANCE ALTERNATIVES	96
N.	ELEMENT 14: POST-EMPLOYMENT RIGHTS OF EMPLOYEES	97
O.	ELEMENT 15: DISPUTE RESOLUTION PROCESS	98
P.	ELEMENT 16: CLOSURE PROCEDURES	99
Q.	ELEMENT 17: ADMINISTRATIVE ITEMS	101
R.	ELEMENT 18: FACILITIES	102
S.	ELEMENT 19: FINANCIAL AND OPERATIONAL PLAN	103
1.	Financial Overview	103
2.	Planning Assumptions	103
3.	Student Enrollment	103
4.	Future Year Staffing	104
5.	Revenue	104
6.	Average Daily Attendance	104
7.	Local Control Funding Formula	104
8.	Lottery Funding	106
9.	Mandate Block Grant	106
10.	Federal Funding	106
11.	Other Sources of Revenue	106
12.	Expenses	107
13.	Staffing	107
14.	Books and Supplies, Services and Operating Expenses, Capital Expenditures	107
15.	Annual Operating Budgets	107
16.	Cash Flow Analysis	108
17.	Additional Two Year Financial Projections	108
18.	Financial Reporting	108

APPENDICES

- Appendix 1H CSCE Evaluation Matrix
- Appendix 2F CSCE School Performance Data
- Appendix 2F1 CSCE School Performance Data pre-COVID19
- Appendix 2F2 CSCE School Performance Data COVID19
- Appendix 4G Charter Renewal Performance Report

Financial & Corporate Documents

- Appendix 5A CSCE LCFF-Calculator for Renewal
- Appendix 5B CSCE Budget Assumptions FTE and MYP
- Appendix 5C CSCE Cash Flow 2020 Q1.pdf
- Appendix 5D CSCE Annual Cash Flow 2021-25
- Appendix 5E CSCE Facilities Use Agreement
- Appendix 5F CSCE Balance Sheet 9.30.2020
- Appendix 5G CSCE Cash Flow Statement 9.30.2020
- Appendix 5H CSCE Income Statement 9.30.2020
- Appendix 6A CSCE Articles of Incorporation Bylaws
- Appendix 6B CSCE Board Governance

Instructional Documents and Policies

- Appendix 7A CSCE Mission and Literacy North Star
- Appendix 7B CSCE Signature Instructional Practices
- Appendix 8 CSCE Conflict of Interest Code
- Appendix 9A CSCE Uniform Complaint Policy
- Appendix 9B CSCE General Complaint Policy
- Appendix 10 CSCE Evaluation Forms
- Appendix 11 CSCE School Safety Plan 2020-21
- Appendix 12A Professional Development Calendar 2020-21
- Appendix 12B Assessment Plan Calendar 2020-21
- Appendix 13A Traditional Academic Calendar 2020-21
- Appendix 13B Traditional Bell Schedules 2020-21
- Appendix 13C Distance Learning Bell Schedules 2020-21
- Appendix 14A KDR Block Rotation Examples
- Appendix 14B KDR TK Example
- Appendix 14C KDR 2nd Grade Example
- Appendix 14D Instructional Coherence Evaluation Rubric
- Appendix 15 CSCE Title IX Harassment Policy
- Appendix 16 CSCE El Dorado SELPA Participation Agreement
- Appendix 17 Data in a Day Student Analysis Tool
- Appendix 18 Suspension and Expulsion Policy
- Appendix 19 CSCE Student Success Team Policy
- Appendix 20 English Learner Redesignation Policy
- Appendix 21 Independent Study Policy

Additional Documents

Appendix 22 CSCE Renewal Petition References

Appendix 23 Publicity and Research

Appendix 24 CSCE Affiliations

Appendix 25A Sample Newsletter A May 2020

Appendix 25B Sample Newsletter B Oct 2020

AFFIRMATIONS AND DECLARATIONS

As the authorized lead petitioner, I, **Ida Oberman**, hereby certify that the information submitted in this petition for renewal of a California public charter school named **Community School for Creative Education** (“Community School” or “CSCE” or “Charter School”), submitted to the Alameda County Board of Education (ACBOE) and the Alameda County Office of Education (ACOE) (collectively, the “County”), and located within the boundaries of the Oakland Unified School District (“OUSD” or the “District”), is true to the best of my knowledge and belief. I also certify that this renewal petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter renewal, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(d)(1)]
- The Charter School declares that it shall be deemed the exclusive public school employer of the employees of the Charter School for the purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(c)(6)]
- The Charter School shall be nonsectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(e)(1)]
- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(e)(1)]
- The Charter School shall admit all students who wish to attend the Charter School, unless the Charter School receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605(e)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents or legal guardians within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(e)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(e)(2)(C). [Ref. Education Code Section 47605(e)(2)(A)-(C)]
- The Charter School shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender expression, gender identity, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(e)(1)]
- The Charter School shall adhere to all applicable provisions of federal law relating to students with disabilities, including, but not limited to, the Individuals with Disabilities Education Improvement Act of 2004, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990.
- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5, California Code of Regulations Section 11967.5.1(f)(5)(C)]
- The Charter School shall ensure that teachers in the Charter School hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher’s certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. Teachers

employed by charter schools during the 2019–20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher’s certificated assignment. [Ref. Education Code Sections 47605(l) and 47605.4(a)]

- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Sections 47612.5(a)(1)(A)-(D), except when otherwise required by law.
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605(e)(3)]
- The Charter School may encourage parental involvement but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]
- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]
- The Charter School shall on a regular basis consult with its parents and teachers regarding the Charter School’s education programs. [Ref. Education Code Section 47605(d)]
- The Charter School shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]
- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act (ESEA), as reauthorized and amended by the “Every Student Succeeds Act (ESSA).”
- The Charter School shall comply with the Public Records Act.
- The Charter School shall comply with the Family Educational Rights and Privacy Act.
- The Charter School shall comply with the Ralph M. Brown Act.
- The Charter School shall comply with the Political Reform Act
- The Charter School shall comply with Government Code Section 1090 *et. seq.*, as set forth in Education Code Section 47604.1
- The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5, California Code of Regulations Section 11960]

- The Charter School shall comply with all applicable laws regarding legally permissible pupil fees and charges, and the constitutional “free schools” guarantee. [Ref. California Constitution, Article IX, Section 5; Education Code Sections 49010-49013]



November 5, 2020

Lead Petitioner's Signature

Date

SUMMARY OF REVISIONS

Element	Summary of Revisions Renewal 2016-2021 v. Renewal 2021-2026	Original page #	Revised page #
Introduction	<ul style="list-style-type: none"> ● Included a section demonstrating CSCE’s rationale for renewal pursuant to the newly enacted three-tiered system of evaluating charter school performance under Assembly Bill 1505; specifically, the amendments made to Education Code Section 47607, and the creation of Education Code Section 47607.2. ● Replaced performance data used for previous renewal with current Dashboard results. ● Updated data and information related to the CSCE’s mission, educational approach and philosophy, leadership team, student population, and community. 	3	1
1 A. Overview of Educational Program	<ul style="list-style-type: none"> ● Updated legal references and related citations. ● Moved description of special education program to its own Element 4 to align with ACOE’s matrix. ● Updated the description of CSCE’s educational program to reflect changes and updates made over the course of the last charter term. 	14	14
2 B. Locally-Defined Pupil Outcomes	<ul style="list-style-type: none"> ● Updated legal references and related citations. ● Updated annual outcomes to align with current goals. 	44	42
3 C. State Priority Area Goals and Actions	<ul style="list-style-type: none"> ● Updated legal references and related citations. ● Updated goals, outcomes, and actions to align to CSCE’s current LCAP. 	49	51
4 D. Special Education	<ul style="list-style-type: none"> ● Updated legal references and related citations. ● Included the description of CSCE’s special education program as a separate element to align with ACOE’s renewal guide. 	39	55
5 E. Governance Structure	<ul style="list-style-type: none"> ● Updated legal references and related citations. ● Updated board duties and responsibilities and staff hiring practices. 	52	65
6 F. Employee Qualifications	<ul style="list-style-type: none"> ● Updated legal references and related citations. ● Updated description of employee positions and qualifications. 	55	70
7 G. School Safety	<ul style="list-style-type: none"> ● Updated legal references and related citations. ● Updated descriptions of various school health and safety related policies, including but not limited to the Suicide Prevention Policy, Prevention of Human Trafficking Policy, the California Healthy Youth Act, Bullying Prevention Plan, and School Safety Plan, among others. 	61	81
8 H. Racial Balance	<ul style="list-style-type: none"> ● Updated legal references and related citations. ● Updated to describe the means by which CSCE will achieve and maintain a balanced student population, including a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils. 	63	85
9 I. Admissions Policy	<ul style="list-style-type: none"> ● Updated legal references and related citations. ● Updated description of public random drawing procedures. ● Updated statement regarding compliance with legal requirements relating to admission procedures and admission preferences. 	67	89

	<ul style="list-style-type: none"> Identified complaint form and notice pursuant to Education Code Section 47605(e)(4). 		
10 J. Financial Audits	<ul style="list-style-type: none"> Updated legal references and related citations. 	69	92
11 K. Suspension and Expulsion Procedures	<ul style="list-style-type: none"> Updated legal references and related citations. Updated and included a description of CSCE's suspension and expulsion procedures in the body of the element as well as including it as an appendix item. 	71	94
12 L. Staff Retirement System	<ul style="list-style-type: none"> Updated legal references and related citations. 	72	95
13 M. Attendance Alternatives	<ul style="list-style-type: none"> Updated legal references and related citations. 	73	96
14 N. Post-Employment Rights of Employees	<ul style="list-style-type: none"> Updated legal references and related citations. Included a statement describing the rights of County employees seeking to return to the County following employment at CSCE and same status as any other former County employee seeking reemployment under the ACOE collective bargaining agreements. 	74	97
15 O. Dispute Resolution Process	<ul style="list-style-type: none"> Updated legal references and related citations. Updated description of procedures related to internal complaints and disputes. Included a description of the terms of the dispute resolution procedures applicable to disputes, if any, between ACOE and CSCE as set forth in the applicable memorandum of understanding. 	75	98
16 P. Closure Procedures	<ul style="list-style-type: none"> Updated legal references and related citations. 	78	99
17 Q. Administrative Items	<ul style="list-style-type: none"> Included the description of administrative items as a separate element to align with ACOE's renewal guide. 	91	101
18 R. Facilities	<ul style="list-style-type: none"> Included the description of CSCE's facilities as a separate element to align with ACOE's renewal guide. 	90	102
19 S. Financial/ Operational Plan	<ul style="list-style-type: none"> Included the description of CSCE's financial and operational plan as a separate element to align with ACOE's renewal guide. 	81	103

Charter Renewal Term 2021-2026

INTRODUCTION: RATIONALE FOR RENEWAL APPROVAL

Evidence of Meeting Charter Renewal Standards Pursuant to Education Code Section 47607.2(b)

Pursuant to the amendments made to Education Code Section 47607, and the creation of Education Code Section 47607.2, by Assembly Bill 1505 (2019), at the time of charter renewal, a chartering authority shall consider the performance of the charter school on the state and local indicators reported on the California School Dashboard (“Dashboard”), and, in some circumstances, the performance of the charter school on assessments deemed to be verified data.

In addition to the shift toward assessing Dashboard data, Assembly Bill 1505 also created a three-tiered system of evaluating charter schools’ performance. Each of the three tiers has unique qualifying criteria.

The California Department of Education has determined that CSCE meets the “middle performing” performance tier and is subsequently eligible for charter renewal, as demonstrated below.

Dashboard Performance

Specifically, Education Code Section 47607.2(b) states:

(1) For all charter schools for which [top tier and bottom tier] do not apply, the chartering authority shall consider the schoolwide performance and performance of all subgroups of pupils served by the charter school on the state indicators included in the [Dashboard] and the performance of the charter school on the local indicators included in the [Dashboard].

(2) The chartering authority shall provide greater weight to performance on measurements of academic performance in determining whether to grant a charter renewal.

“Measurements of academic performance” are defined in statute as “statewide assessments in the California Assessment of Student Performance and Progress system, or any successor system, the English Language Proficiency Assessments for California, or any successor system, and the college and career readiness indicator.” (Education Code Section 47607(c)(3).)

The following tables display Community School for Creative Education’s schoolwide Dashboard state indicators and, for comparison purposes, OUSD’s and the State’s, for the 2017-18 and 2018-19 school years.

Community School for Creative Education Dashboard Academic State Indicators 2018-2019

Indicator	2018			2019		
	CSCE	OUSD	State	CSCE	OUSD	State
English Language Arts	Yellow	Orange	Orange	Yellow	Orange	Green
Mathematics	Orange	Orange	Orange	Yellow	Orange	Orange

Chronic Absenteeism	Red	Orange	Yellow	Red	Red	Orange
Suspension Rate	Orange	Orange	Yellow	Red	Green	Yellow

Community School for Creative Education Dashboard Local Indicators 2018-2019

Local Indicator	2018 Result	2019 Result
Basics: Teachers, Instructional Materials, Facilities	Standard Met	Standard Not Met
Implementation of Academic Standards	Standard Met	Standard Not Met
Parent/Guardian and Family Engagement	Standard Met	Standard Not Met
Local Climate Survey	Standard Met	Standard Not Met
Access to a Broad Course of Study	Standard Met	Standard Not Met

As demonstrated above, in 2018, CSCE outperformed the local district in both ELA and mathematics and met or exceeded the state performance levels in ELA and Math. In 2019, CSCE again outperformed schools in the local district and exceeded the state’s performance in mathematics. While CSCE is not satisfied with recent performance on non-academic indicators, we attribute some of shortcomings to our intense focus on academic achievement, along with a student body that is growing more diverse. We look forward to detailing these changes in our performance report.

Measurable Increases in Academic Achievement

The law also requires middle track charter schools to provide data showing measurable increases in academic achievement:

- (3) In addition to the state and local indicators, the chartering authority shall consider clear and convincing evidence showing either of the following:
 - (A) The school achieved measurable increases in academic achievement, as defined by at least one year’s progress for each year in school.
 - (B) Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.
- (4) Subparagraphs (A) and (B) of paragraph (3) shall be demonstrated by verified data . . .

“Verified data” is defined in statute as “data derived from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced.” (Education Code Section 47607.2(c)(1).)

The table below shows CSCE’s’ performance on the CAASPP over the course of the past charter term. We believe this data makes a strong case for the renewal of CSCE and demonstrates measurable increases in academic achievement, as defined by at least one year’s progress for each year in school.

Community School for Creative Education CAASPP Results:
Average DFS over 3 years

English Language Arts	2016-17		2017-18		2018-19	
	CSCE	OUSD	CSCE	OUSD	CSCE	OUSD
All Students	98.1	50.9	50	49.1	41.9	46.9
Socioeconomically disadvantaged	96.4	73.2	64.8	71.3	42.2	70.7

English Learners	101.9	73.1	70.9	79.7	54.8	78.8
Hispanic	104.6	69.9	61.2	70.9	58.3	69.3

Mathematics	2016-17		2017-18		2018-19	
	CSCE	OUSD	CSCE	OUSD	CSCE	OUSD
All Students	70.1	66.1	73.5	71.4	63.6	70.9
Socioeconomically disadvantaged	69.9	88.1	83.3	93.4	65.9	95.2
English Learners	81.5	80.7	84.9	92	71.1	93.6
Hispanic	86.8	87.1	87.1	94.5	82	96.2

**Community School for Creative Education CAASPP Results:
Percentage of Students Who Met or Exceeded Standards over 3 years**

	English Language Arts			Mathematics		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
Socioeconomically Disadvantaged	14%	18%	25%	20%	14%	16%
English Learner	7%	13%	13%	21%	13%	13%
Hispanic	11%	18%	15%	15%	12%	12%
African American	6%	30%	38%	13%	19%	19%
Students with Disability	5%	8%	12%	16%	8%	16%
All Students	16%	30%	25%	23%	22%	18%

Community School for Creative Education English Learner Progress
Percent of students making progress towards English Language Proficiency

English Learner Progress	2016-17	2017-18	2018-19
CSCE	81.7%	62.3%	63.8%
Oakland Unified	67.3%	51.2%	45.8%
CA	NA	65.3%	48.3%

Community School for Creative Education % Long Term English Learner (LTELs) Enrollment

LTELS 6+ Years	2016-17	2017-18	2018-19
CSCE	18%	21%	6.3%
Alameda County	9%	12.1%	7.7%
CA	7%	14.7%	8.9%

Source: CDE Data Quest English Learners Report 2019-2020

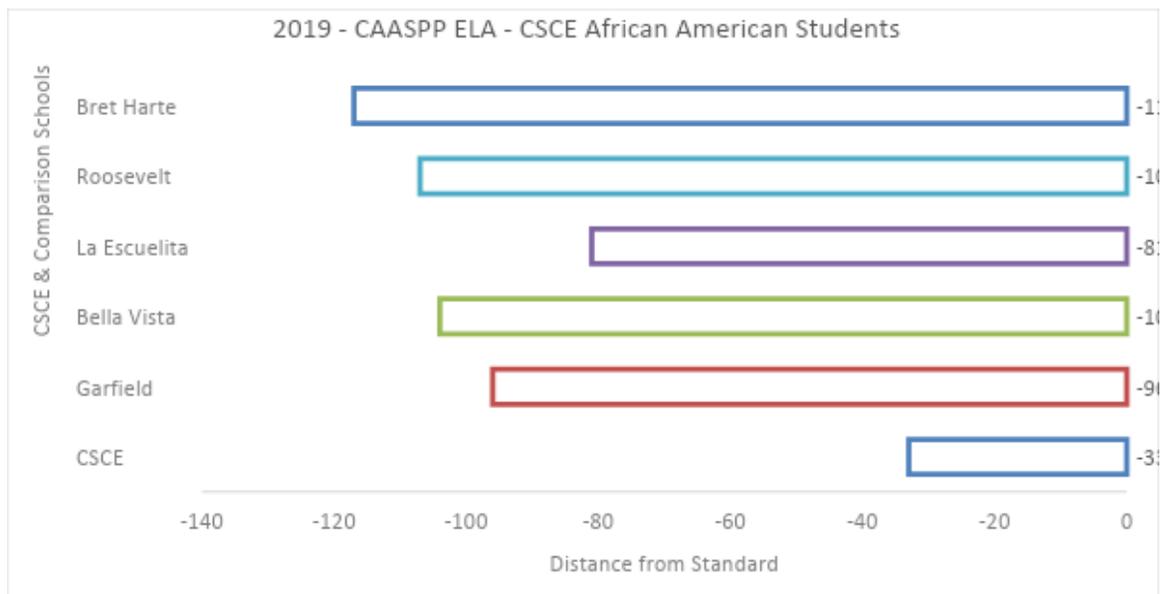
Additional Verified Data

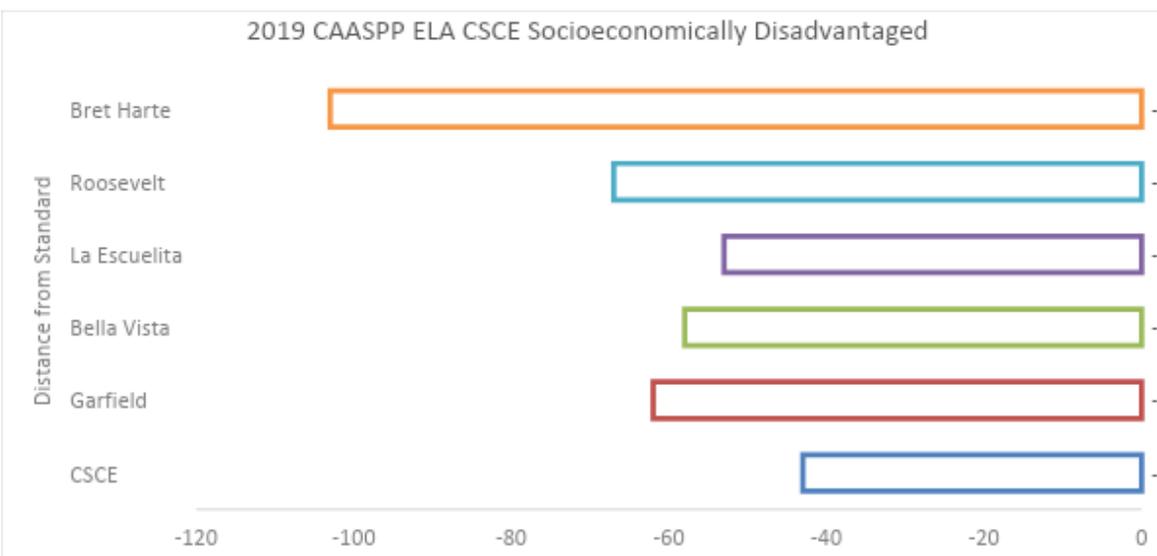
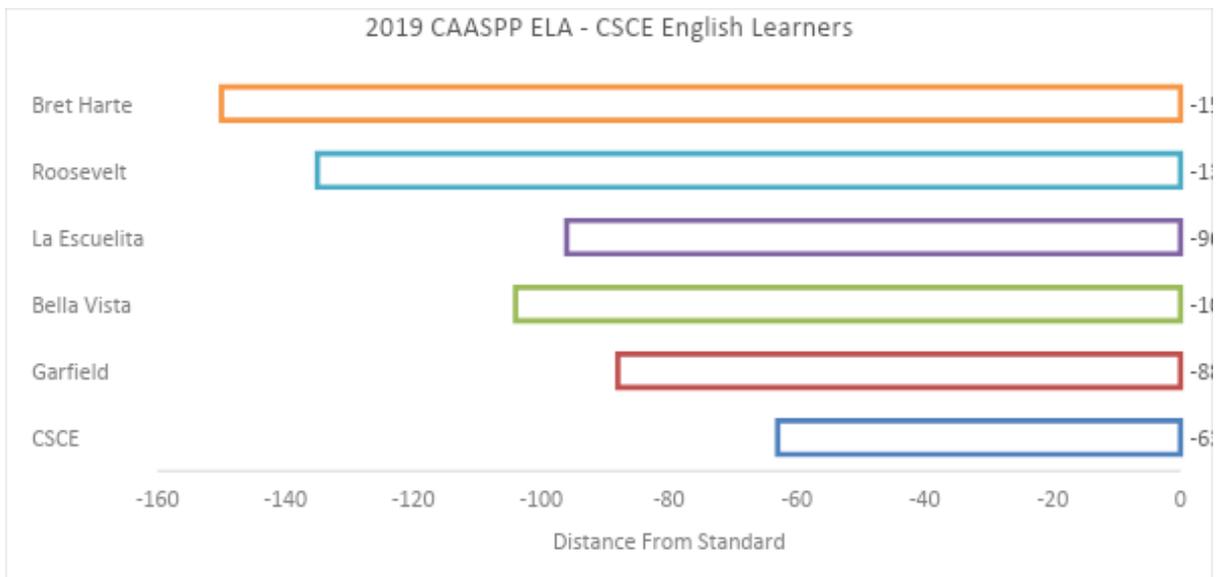
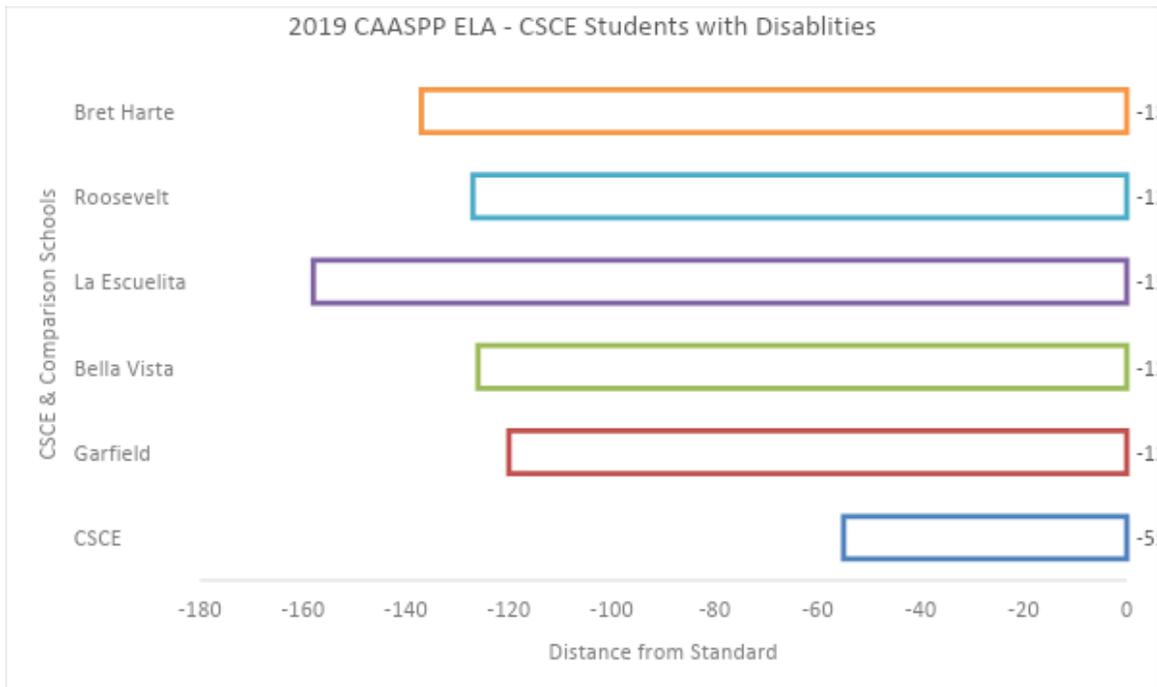
District and Schools Our Students Would Otherwise Attend & Demographically Similar Groups

The 2019-2020 CSCE student population is representative of the dynamic city we are proud to call home. 85% of CSCE students are eligible for free & reduced price meals and 46% of students are English Learners. Both categories exceed the rate of the local school district; OUSD's student population is 72% FRPL and 31% English Learners. CSCE welcomes all students, especially our students with disabilities. Currently, 14% of students at CSCE are classified as special education, compared with the district's rate of 15%. We include among our student groups many Hispanic/Latinx and Black/African American students. CSCE's enrollment rate of Hispanic/Latinx students exceeds the district's percentage (61% vs. 44%) while 19% of our population is African American compared to the district's rate of 22%. The CSCE team has worked tirelessly over the charter term to ensure that CSCE is welcoming and serving all students well. We are proud of the diversity demonstrated in this data but also proud of the clear academic gains demonstrated by nearly every subgroup over the past few years.

In the CAASP 2019 English Language Arts assessment, CSCE African American students, students with disabilities, English Learners, and socioeconomically disadvantaged students outperformed each of the schools that they would otherwise attend.

The following tables demonstrate CSCE's performance relative to the three elementary schools (Bella Vista, Garfield, and La Escuelita) and the two middle schools (Bret Harte and Roosevelt) that CSCE students would have otherwise attended in 2019. Please note that the assessments are the Smarter Balanced Summative Assessment administered in Spring 2019. The following tables below utilize the CDE's Distance from Standard metric.





Additional CAASP Distance from Standard (DFS) Comparisons 2019

	CSCE	Garfield	Bella Vista	La Escuelita	Roosevelt	Bret Harte
English Language Arts 2019						
All	-41	-60	-55	-50	-65	-88
Hispanics	-58	-70	-62	-58	-79	-105
Math DFS 2019						
All	-64	-56	-21	-67	-80	-120
Hispanics	-82	-65	-47	-82	-110	-137
African Americans	-55	-101	-158	-125	-138	-158
English Learners Only	-78	-67	-47	-92	-145	-173
Students with Disabilities	-67	-132	-94	-194	-167	-173
Socio Economically Disadvantaged	-66	-58	-24	-69	-83	-137

On the English Learner Progress Indicator 2019, CSCE English Learner students had the highest rate of progress (#1 of 6).

2019 CAASPP 2019 English Learner Progress Indicator						
	CSCE	Garfield	Bella Vista	La Escuelita	Roosevelt	Bret Harte
% Rate to proficiency	64%	58%	-38%	61%	46%	29%

Renewal of CSCE is in the best interest of students for the following reasons:

1. **Students are making strong progress toward standards, especially students that CSCE is able to educate for 2+ years.**
 - a. Among students with two years of test data, from 2017-18 to 2018-19, students grew 52.9 Points in ELA and 22.4 points In Mathematics. Every grade level cohort demonstrated this growth in both ELA and Mathematics.
 - b. Among students with three years of test data, from 2015-16 to 2018-19, students grew 56.2 Points in ELA and 6.5 points In Mathematics.
 - c. According to CORE's analytics, which compares growth of individual students' scores to expected growth of demographically similar students, students' growth in scores was at the 66th percentile in ELA and at the 61st percentile in Mathematics. This places the school's growth rates at the top of the average range. (CORE considers scores of 30 to 70 within the average range).
 - d. This pattern is the same for student subgroups. (see CORE data report below)
 - e. In 2019, several subgroups performed particularly well on CAASPP:
 - i. In 2019, African Americans rose to the 62nd percentile.
 - ii. English Learners and Students with Disabilities were at or above the 70th percentile
 - f. On internal assessments like the NWEA MAP, students have demonstrated growth in multiple subjects over the past two academic years:
 - i. F18-F19 report shows growth in majority of subgroups in 2+ subjects;
 - ii. Both 2018 and 2019 Fall to Fall reports demonstrate growth for majority of 2+ subjects

2. **If the school were to close, the neighborhood schools that students would attend by default are schools with lower performance, schoolwide and for student groups.** Compared to the three elementary schools (Bella Vista, Garfield, and La Escuelita) and the two middle schools (Bret Harte and Roosevelt) most CSCE students would have access to, in 2019:
 - a. On the CAASPP in English Language Arts, CSCE students scored highest using CDE's Distance from Standard Measure (#1 of 6)
 - b. On the CAASPP in Mathematics, CSCE students scored third highest on the CAASPP (#3 of 6)
 - c. On the English Learner Progress Indicator, CSCE English Learner students had the highest rate of progress (#1 of 6)

Using DFS to compare student group performance with the same five schools, in 2019:

- d. On the CAASPP in English Language Arts, CSCE students scored highest in all of the following student groups:
 - o African American (#1 of 6)
 - o English Learner Only (tie for #1 of 6)
 - o Hispanic/Latinx (#1 of 6)
 - o Socioeconomically Disadvantaged (#1 of 6)
 - o Students with Disabilities (#1 of 6)

- e. On the CAASPP in Mathematics, CSCE students scored as follows:
 - o African American (#1 of 6)
 - o English Learner Only (#3 of 6)
 - o Hispanic/Latinx (tie for #3 of 6)
 - o Socioeconomically Disadvantaged (#3 of 6)
 - o Students with Disabilities (#1 of 6)

- b. CSCE English Learner students had the highest rate of progress based on the English Learner Progress Indicator (#1 of 6)

A charter petition renewed pursuant to Education Code Section 47607.2(b) (middle tier) may be granted a renewal term of 5 years.

As clearly demonstrated by the evidence above, CSCE meets this renewal criterion, and should be granted a renewal term of 5 years.

CONCLUSION: RATIONALE

The data presented suggests the following:

- Students are making strong progress toward standards, schoolwide and by subgroups: CSCE's achievement 2016-2020 trends upward the trend is stronger for students present in two consecutive years of testing. Including dramatic positive change for all grade level cohorts, in ELA and math, from 2017-2018 to 2018-2019 (the last tested year of the charter term).
- If the school were to close, students would attend schools with lower performance schoolwide and for subgroups.

We are constantly refining and strengthening our Waldorf, standards-aligned, equity-focused strategies through:

- On-going data-based reflection with focus on specific subgroups English Learners, Hispanics, Socioeconomically Disadvantaged and with examination of data trends in grades 4/5 and upper grades to continue to identify needs given the "mixed signals" in some cases where data is strong in some years and not so strong in others.

Thank you for your consideration of our request for charter renewal.

WHO ARE WE?

Community School for Creative Education (CSCE) is a non-profit public benefit corporation with 501(c)(3) tax exemption, formed, with the support of Oakland's community, by a team that includes researchers, educators

and community leaders, led by Dr. Ida Oberman. Building on over 100 years of tradition and global expansion, located in Oakland's highly diverse San Antonio Neighborhood on International Boulevard, CSCE is the first urban public Waldorf charter school in the United States. **CSCE's model is a first in the country urban intercultural public Waldorf school. CSCE does not duplicate a program currently offered within the Oakland Unified School District.**

OUR MISSION

CSCE's mission, inspired by the Rudolf Steiner Waldorf methodology, is: (i) 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; and (ii) to promote equity and prepare culturally competent, well-rounded, lifelong learners to lead, contribute to, and successfully participate in our rapidly changing multicultural society.

OUR APPROACH

While based on the principles of the global Waldorf school movement, CSCE embraces a contemporary interpretation of the Waldorf educational philosophy which is crafted to meet the specific needs of the target student population of Oakland, fulfilling the school's mission to provide a rigorous college-preparatory academic program designed for its students to meet or exceed standards on the California Assessment of Student Performance and Progress Test (CAASPP).

OUR TEAM

At its founding ten years ago, CSCE formed a developer team that was, in part, composed of teachers experienced in curriculum, instruction and community building in Kindergarten through 8th Grade classrooms. Their experience was garnered working in local district and county public schools; in pioneering and established Waldorf private schools; and in public Waldorf schools. This developer team was joined by partners in education, facilities, and financial experience; who were school and business administrators; special education teachers and consultants; administration and organizational consultants; parents and families; and community members. Each partner embraced a common vision for the CSCE community, and was critical in shaping the Charter's founding. Out of this community collaboration, a strong team has transpired over the last ten years, leading us now into our second charter renewal.

The team is composed of:

- **Dr. Ida Oberman, Executive Director and Founder** is responsible for external relations, fundraising, community outreach and strategic planning. Dr. Oberman has **raised** just under **\$2 million** for the school from foundations and private donors. She has led the building of an extended network of partnerships for this first-of-its-kind urban public Waldorf initiative at the local, state, national and international levels. Under her direction, CSCE has shared with colleagues at venues ranging from Faith in Action East Bay's (FIAEB; formerly known as Oakland Community Organization, or FIAEB), Education Committee to state-wide conferences held by CCSA and CSDC to the national Alliance of Public Waldorf Education annual conferences. Also, each year under her direction since founding, CSCE has presented at the American Education Research Association Annual Meeting (AERA). Dr. Oberman has served in the consultative session for equity for the San Francisco Foundation Education Program and as co-program chair of the American Research Association Holistic Education Special Interest Group. She is a Faith in Action East Bay Board Member. She serves in the Mills College School of Education Director of the Mills Waldorf Professional Development Teacher Certificate Program founded 2017. She is founding member of the Friends of Waldorf Education Emergency Pedagogy Without Borders US-California Center located at Community School for Creative Education.
- **Ms. Adrienne Barnes, MA, Deputy Director.** Ms. Barnes is responsible for financial management, human resources, reporting compliance, and works with the Executive Director and Principal to facilitate strategic planning and financing needs to sustain and strengthen CSCE as an intercultural public Waldorf Common-Core aligned, equity-focused model school. Ms. Barnes brings a decade of experience in charter school business management and multiple decades of broad experience in business services

across sectors, from real estate to education. A native of Oakland's San Antonio community, she returns to serve this community and beyond.

- **Ms. Candice Paul, MA, Principal.** Ms. Paul is responsible for the educational leadership of the school, focused on supporting staff in implementing and further strengthening CSCE's intercultural public Waldorf Common-Core aligned, equity-focused model school. Ms. Paul brings experience as an urban educator, with a track record of leading significant student gains. Principal Paul's vision is to guide the faculty in blending Waldorf strategies with other cutting-edge research, based on educational best practices, to align with Common Core Standards, advance equity, and close the achievement gap. Pakistan-born, Ms. Paul came to the Oakland Bay Area as a youth and brings a multi-lingual, immigrant experience with deep focus on community and justice to the work.
- **Instructional Leadership Team Teacher Leaders.** Community School has a rotating instructional leadership team whose members have track records in leading significant academic gains for urban students at the teaching level. Each faculty member participates in either Data Committee, Operations Committee, or Instructional Leadership team.
- **The Parents/Guardians and Families in Action Team (PFA).** Supported by Faith in Action East Bay, and networked with Families in Action for Quality Schools, parent leaders spanning founding CSCE parents and guardians and new parents and guardians represents parents and caregivers to give equal voice in school strategy and planning and fulfill the school's mission of serving our surrounding community and beyond.

OUR AFFILIATES

CSCE has a strong group of over 30 affiliates spanning neighborhood, city, district, county, state, regional, national and international partnerships. A detailed list of partnerships is included in [Appendix 24](#) (CSCE Affiliations).

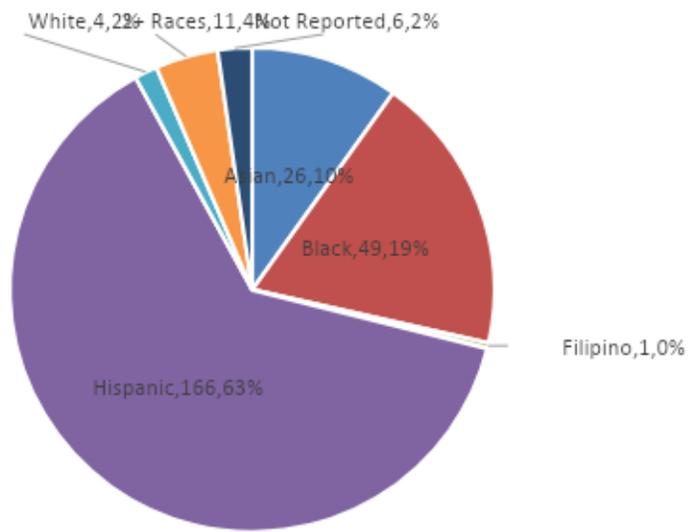
OUR STUDENTS

Community School is the most diverse public school in one of the most diverse neighborhoods; in one of the most diverse cities; in one of the most diverse countries on the globe. Being a highly diverse group of learners is something we pride ourselves in and it is a critical part of our model's success. We are an intercultural public Waldorf school, building global citizens and leaders. Diversity is key to acceleration of closing the educational gap (see Hammond, 2016, Sparks, 2018, ADD updated bio Nuguera et al, 2006; Aberger et al, 2009, Kirp, 2012). We subscribe to the power of breaking up concentrated poverty through diversity, ethnically as well as socioeconomically, which renders stronger citizens and increases student performance.

Ethnic Diversity

Community School mirrors the District in its high level of diversity, and its proportionally high level of children from households with two or more ethnicities. The following chart demonstrates this diversity.

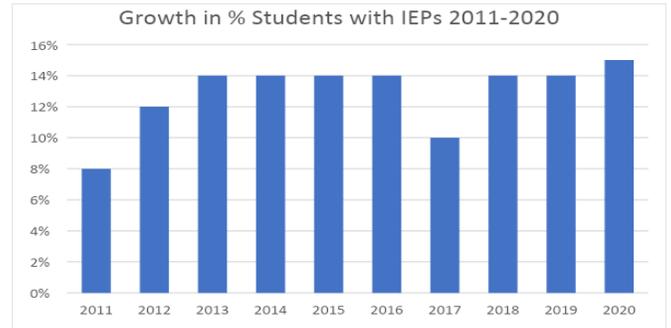
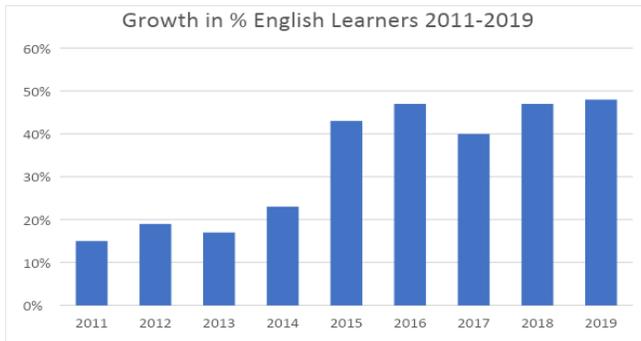
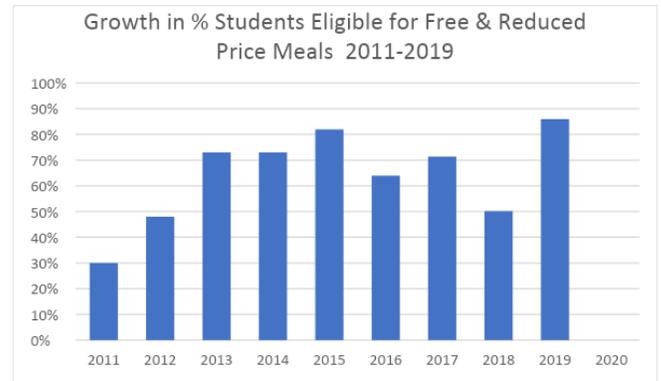
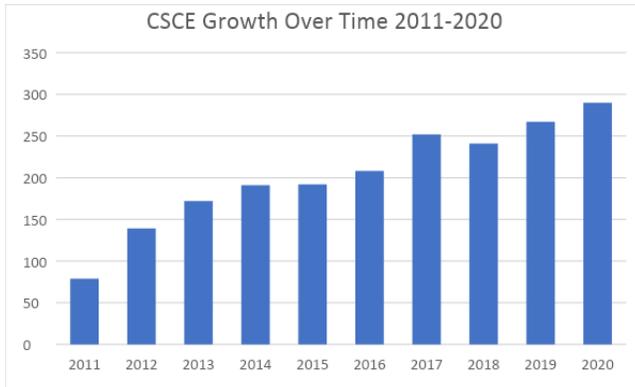
CSCE Demographics



OUSD 2019-2020

Our Growth

Following our mission, entering our tenth year, we fought and won to move from our first location in the Oakland Hills to our community of intention: the San Antonio neighborhood, where the families lived who won the charter. With the move and through deep steady organizing, we have grown in size, and in the % FRPL and English learners and Students with Disabilities we serve, while retaining our diversity.



A. ELEMENT 1: OVERVIEW OF EDUCATIONAL PROGRAM

Governing Law: The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. Education Code Section 47605(c)(5)(A)(i).

Governing Law: The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. Education Code Section 47605(c)(5)(A)(ii).

1. Targeted School Population – Whom the School is Attempting to Serve

a. Age, Grade Levels, and Number of Students

- (1) CSCE educates students from Transitional Kindergarten through Eighth Grade (TK-8) from the San Antonio neighborhood and surrounding areas in the city of Oakland, through a site-based program.
- (2) Student enrollment:
 - (a) Thirty (30) students per class in TK and Kindergarten with one teacher and aide.
 - (b) Twenty-eight (28) students per class in First through Eighth Grade.
- (3) As of 2019-2020, Community School total student enrollment was 249 students.

b. Students to be Educated

The majority of students CSCE serves fits one or more of the following characteristics:

Are living with two (2) or more languages, and a home language other than English;

Are English Learners;

Are navigating two (2) or more cultures;

Are in some cases new arrivals to this country;

Are first to college;

Come to us below or far below grade level in ELA and Mathematics; and

Live under stresses of economic hardship and an environment with higher than average incidents of serious crimes.

CSCE students need an environment where they can feel safe, welcome, at home; where they feel their background is honored; and where they receive strong language support to reach proficiency in English.

c. Community Interest

CSCE was founded and launched by families and community leaders guided and trained by Faith In Action – East Bay (FIAEB). Through FIAEB, the founding team received leadership training and continues to receive steady guidance. In this way, the community decided and defined how this

first-of-its-kind in the nation urban public Waldorf school needed to be shaped to serve a critical need in the community. The founding and still guiding group are comprised of parents/guardians, local merchants and their families, community-serving non-profits (including East Bay Asian Youth Center and Lao Family Community Development), and faith leaders spanning Saint Anthony's Church (Catholic), Intertribal Friendship House (native), Israelite Baptist Church, and the Oakland Cambodian Buddhist Temple.

CSCE board members and families are part of the FIAEB network, and the Executive Director and Founder is an FIAEB Board Member. Building and leveraging power and leadership in our richly diverse San Antonio neighborhood to further celebrate and lift up our community in deep partnership with others is a core tenant and focus and its everyday action. This partnership and this creed are enduring and with it, CSCE's strategic commitment to be led by and serve and offer a position of central power for its community. As a full-service community school, CSCE services span Extended Day programming in partnership with the respected Attitudinal Healing Connections, and Extended Year programming in partnership with Cal State TEACH for "Parent/Family University Offerings," even during COVID19. The CSCE Food Pantry is provided through a partnership with Alameda County Food Bank. Oakland Head Start is included in a long list of community partners.

CSCE has forged a groundbreaking partnership with Mills College School of Education offering State-accredited Waldorf teacher training. Community members can attend the Mills Waldorf Professional Development Certificate Program to earn graduate school credit towards Associate, Bachelor, Masters, and Doctorate degrees. Drawing in resources from its Waldorf global network, the Friends of Waldorf Education's Waldorf Emergency Pedagogy Without Borders Team has brought multi-day trainings every other year since 2013. Since 2018, Mr. Bernd Ruf, Friends of Waldorf Education's CEO from Karlsruhe Germany, has served as founding faculty in the Mills College Waldorf Professional Development Certificate Program, joined by Professor Jost Schieren from Alanus University in Germany and Reinaldo Nascimento from Sao Paulo, Brazil. As CSCE serves its community, the community goes forth to serve the world beyond our San Antonio neighborhood. In December 2018, a team of parents and staff from CSCE joined by San Antonio community leaders and Waldorf educators from San Francisco, under the leadership of Waldorf Emergency Pedagogy without Borders, travelled to Chico, California to offer a three day seminar in support of families, staff, and community deeply affected by the fires that had occurred just a month prior. With this and many other events, the San Antonio community and CSCE made national and global news serving children, families, and colleague educators.

CSCE distinguishes itself from its neighboring Oakland flatland schools in that families drive from as far as Bonita, San Francisco, Hayward and Antioch. Yet, 95% of the families are from a five-mile radius around the school. Deeply rooted in the San Antonio community for over the past ten years, CSCE is committed to its community and its location. It does not intend to move. It is committed to growth within its community.

Parents/Guardians Families in Action is the parent group designed historically to guide CSCE parent guardian leadership work within the school and beyond the walls of the school in the community. It is designed to meet monthly. Since COVID19, CSCE has opened up an additional key venue to engage and keep informed all families across all languages through bi-weekly Community Chats and monthly Town Hall meetings.

2. Attendance.

a. School Calendar

CSCE's academic year is August to June. We refer you to Appendices 13A-C (Traditional Academic Calendar 2020-2021) for CSCE's academic calendar, planned number of school days, and bell schedule for the 2020-2021 academic year.

b. Attendance Expectations and Requirements

MEASURABLE OUTCOME	ASSESSMENT METHOD	FREQUENCY OF ASSESSMENT
School will maintain 95.5% Daily Attendance (ADA) rate 2020-21 & 96% ADA 2021-2022	Daily attendance data analysis using State methodology	Daily attendance averaged annually

Expectations and Assessment

CSCE’s goal is daily attendance of 95.5% for 2020--2021.

CSCE uses commercially available attendance accounting software (Power School) for student attendance accounting. CSCE submits enrollment and attendance data as required to receive apportionment of funding according to the following schedule:

First Principal Apportionment. Attendance for all full school months between July 1st and December 31st due one (1) week prior to the January date as indicated by the California Department of Education (CDE).

Second Principal Apportionment. Attendance for all full school months between July 1st and April 15th due one (1) week prior to the May date as indicated by CDE.

Annual Apportionment. Attendance for school year due one (1) week prior to the July date as indicated by CDE.

Weekly site-based attendance sheets signed and dated by teachers, and evidence of contact with parents when students are absent from school (e.g., parent contact log, absence log, etc.) shall be maintained by CSCE.

In addition to submission of the electronic data files, CSCE makes available for review to ACOE all back up attendance documents and submits monthly summary reports, due the 15th of every month, that support the reported ADA. CSCE ensures that all reports are accurate and submitted on time.

This table is a description of a standard reschedule that will be followed except as otherwise required by law.

CSCE Standards by Day and Instructional Minutes								
School:	Community School for Creative Education							
TRANSITIONAL KINDERGARTEN AND KINDERGARTEN								
Day Types	A	B	C	D	TOTALS	REQUIRE D	DIFFERENC E	NOTES
Day Description	Regular Day	Minimum Day						Recesses are considered

									Instructional Activity for Kindergarten and therefore
Total Number of Days	135	42			177	175	2		
Start Time	8:30 AM	8:30 AM							may be counted as instructional minutes. A
End Time	2:30 PM	12:45 PM							"Lunch Passing Time" is not appropriate for elementary school. Passing time must
Excess Passing Time Minutes					0				be equal between all classes. Passing time may
Recess Duration	50	35			85				not exceed 10 minutes
Lunch Duration(Including Passing Time)	30	30			60				
Total Number of Hours	6:00	4:15		0:00	0:00	10:15			
Total Daily Number of Minutes	360	255		0	0	615			
Actual Daily Instructional Minutes	330	225		0	0	555			
Annual Number of Minutes	44550	9450		0	0	54000	36000	18000	

GRADES 1-3								
Day Types	A	B	C	D	TOTALS	REQUIRE D	DIFFERENC E	NOTES
Day Description	Regular Day	Minimum Day						Recesses are considered Instructional Activity for Kindergarten and therefore
Total Number of Days	135	42			177	175	2	may be counted as instructional minutes. A
Start Time	8:30 AM	8:30 AM						"Lunch Passing Time" is not appropriate for elementary school. Passing time must
End Time	3:30 PM	12:45 PM						be equal between all classes. Passing time may
Excess Passing Time Minutes					0			not exceed 10 minutes
Recess Duration	50	30			80			
Lunch Duration(Including Passing Time)	20	20			40			
Total Number of Hours	7:00	4:15		0:00	0:00	11:15		
Total Daily Number of Minutes	420	255		0	0	675		
Actual Daily Instructional Minutes	350	205		0	0	555		
Annual Number of Minutes	47250	8610		0	0	55860	50400	5460

GRADES 4-8								
Day Types	A	B	C	D	TOTALS	REQUIRE D	DIFFERENC E	NOTES

Day Description	Regular Day	Minimum Day						Recesses are considered Instructional Activity for
Total Number of Days	135	42			177	175	2	Kindergarten and therefore
Start Time	8:30 AM	8:30 AM						may be counted as instructional minutes.
End Time	3:30 PM	12:45 PM						A
Excess Passing Time Minutes					0			"Lunch Passing Time" is not
Recess Duration	20	15			35			appropriate for elementary
Lunch Duration (Including Passing Time)	20	20			40			school. Passing time must
								be equal between all
Total Number of Hours	7:00	4:15	0:00	0:00	11:15			classes. Passing time may
Total Daily Number of Minutes	420	255	0	0	675			not exceed 10 minutes
Actual Daily Instructional Minutes	380	220	0	0	600			
Annual Number of Minutes	51300	9240	0	0	60540	54000	6540	

These Tables Show the Actual and Currently Operative Distance Learning Plan Schedule.

TK- 5th Grades Distance Learning Schedule

	Monday	Tuesday	Thursday	Friday
8:00- 9:00 AM	Prep	Prep	Prep	Prep
9:00 - 10:00 AM	Opening Circle + Main Lesson	Opening Circle + Main Lesson	Opening Circle + Main Lesson	Opening Circle + Main Lesson
10:00 AM - 12:00 PM	ELA (Module, Phonics, ALL Block)	ELA (Module, Phonics, ALL Block)	ELA (Module, Phonics, ALL Block)	ELA (Module, Phonics, ALL Block)
12:00-12:20 PM	Snack/Lunch			
12:20-1:30 PM	Math	Math	Math	Math
1:30-2:00 PM	Closing Circle	Closing Circle	Closing Circle	Closing Circle
2:00-3:00 PM	Independent Work	Independent Work	Independent Work	Independent Work
3:00 - 4:00 PM	Prep/ Office Hours (except on Wednesday)			
3:15 - 5:00 PM	Extended Day Program with AHC			

6th- 8th Grades Distance Learning Schedule

	6 th Grade	7 th Grade	8 th Grade
8:00- 9:00	Prep	Prep	Prep
9:00 - 10:00 AM	Advisory Opening Circle+ Main Lesson	Advisory Opening Circle+ Main Lesson	Advisory Opening Circle+ Main Lesson
10:00- 11:00 AM	Math	Science, Reading & Research	Humanities
11:00 - 12:00 AM	Humanities	Math	Specialty
12:00 PM - 12:20 PM	Snack/ Lunch		
12:20 - 1:20 PM	Science, Reading & Research	Specialty	Math
1:20 - 2:20 PM	Specialty	Humanities	Science, Reading & Research
2:20 - 2:50 PM	Advisory Closing Circle	Advisory Closing Circle	Advisory Closing Circle
2:50 - 4:00 PM	Prep/ Office Hours (except on Wednesday)		
2:50 - 5:00 PM	Extended Day Program AHC		

TK - 8th Grade Wednesday Distance Learning Schedule

<u>Time Block</u>	<u>Activity</u>
8:00 - 9:00 AM	Teacher Prep
9:00 - 10:00 AM	Advisory Opening Circle+ Main Lesson
10:00 - 12:00 PM	Distance Learning *Mentoring, Intervention Supports, Independent Digital learning (Office Hours will be set-up mutually between teachers and parents)
12:00 - 12:30 PM	Lunch

12:30 - 1:00 PM	Advisory Closing Circle
1:00 PM	Dismissal

c. Independent Study

The independent study is a short-term instructional strategy designed to address individual student’s needs away from school for five (5) or more days consecutive school days, but no more than 20 school days. It is an alternative to classroom instruction consistent with the general course of study and not an alternative curriculum. Students are required to report to their teacher(s) and provide completed work as scheduled within one week of return. Written requests for independent study should be directed to the principal at least two weeks before the anticipated departure. Permission to grant Independent Study is up to the discretion of the principal. If the student has been on Independent Study before and has not completed the work as assigned, it is up to the Administrator as to whether he/she will be allowed to participate in the program again. CSCE will adhere to all applicable legal requirements in its provision of independent study. See [Appendix 21](#) for CSCE Independent Study Policy.

3. What it Means to be an Educated Person in the 21st Century.

Objective of enabling pupils to become self-motivated, competent, lifelong learners in order to be prepared for the global society of the 21st Century, every child must become a self-motivated, competent, lifelong learner. They must be equipped with the skills, knowledge and awareness to pursue higher education and become a leader in a rapidly changing multicultural, multilingual society.

a. General Academic Skills and Qualities of an Educated Person in the 21st Century

General academic skills and qualities important for an educated person in the 21st Century include:

1. Facility in more than one language;
2. Ability to think critically and engage multiple perspectives; and
3. Facility in acquiring new knowledge and applying it to new situations in a rapidly changing multicultural, multilingual society.

b. General Non-Academic Skills and Qualities of an Educated Person in the 21st Century

General non-academic skills and qualities important for an educated person in the 21st Century include:

1. Ability to lead;
2. Developed self-awareness;
3. Demonstrated cultural competence with balanced, wide-ranging interests; and
4. Developed capacities for self-expression and for hearing and appreciating others’ contributions and needs.

4. How Learning Best Occurs.

Instructional Strategies and Approaches

CSCE's mission is to: (i) 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; and (ii) to promote equity and prepare culturally competent, well-rounded, lifelong learners to lead, contribute to, and successfully participate in our rapidly changing multicultural society. We refer you to [Appendix 7A](#) (CSCE Mission and Literacy North Star) for further detail. Our aim is to be preventive rather than reactive. Our goal is to serve those who are 'school dependent' and those who are not. All content aligns with statewide content and performance standards.

To do this, CSCE has adopted a clustered strategy and approach:

- 1) **Strategy.** CSCE's strategy is to utilize a combination of instructional and behavioral approaches designed to matriculate students with the skills and tools for success that meet or exceed standards. To do this, CSCE's students must acquire multiple competencies centered on self-awareness, cultural consciousness, critical thinking, and problem solving.
- 2) **Framework for Instructional Design.** Traditional schools focus primarily on the head, i.e. the intellect. They treat instruction as a purely technical function. In contrast, Waldorf education is always pedagogically multi-tasking, recognizing what a growing body of research findings confirm – we learn best when teaching is multi-modal. Our curriculum is designed to engage the heart (the child's emotional dimension), the hands (physical/kinesthetic dimension), and the head (cognitive dimension). Our approach is grounded in social-emotional learning principles (CASEL, 2015) as well as principles of brain science that highlight the ways that heart, hand, and head reinforce each other in support of deep learning (Weissberg, 2019, Hammond, 2016, Medina, 2014).
 - i) CSCE's instructional academic program is **a strong blend of Waldorf instructional strategies and structures coupled with the most effective research-based mainstream instructional practices.** This approach is at its core interdisciplinary. The core education program takes a thematic approach to core subject areas, pairing two (2) or more disciplines such as science and English Language Arts or social studies and English Language Arts. The two are fused together into an interdisciplinary unit (called blocks). The themes and conceptual ideas across the disciplines are woven together through authentic listening, reading and writing tasks consistent with the Common Core State Standards anchor standards for college and career readiness. In addition, we utilize movement, drama, painting, music, drawing, storytelling and handwork, a tested Waldorf method to open "the door for deeper understanding and integration" in the words of Stanford Center for Opportunity Policy in Education's Diane Friedland and Linda Darling Hammond in their study of a Sacramento K-8 public Waldorf school (Friedlander, Beckham, Zheng & Darling-Hammond, 2015, p.53).
 - ii) CSCE's culture includes academic and discipline routines. In discipline as in academics, CSCE is a strong blend of Waldorf routines and rituals coupled with the most effective research-based mainstream practices. CSCE has adapted Positive Behavioral and Intervention Systems (PBIS). Through PBIS, CSCE provides discipline policies and student code of conduct in an easy-to-understand, age-appropriate format, to make clear the sanctions imposed on specific offenses. Key staff have been trained. The Dean of Culture oversees. Protocols are posted. Expected behavior is reinforced in regular assemblies.
 - iii) Through our Hewlett Foundation partnership, and as Envision Learning Partners' best practice site in Year 4 of the charter (2013-2014), CSCE appropriately adapted the Envision KDR ("Know Do Reflect") backwards planning template to strengthen the braid of ELA and Math in the traditional Waldorf block schedule. To access the case study, "Weaving Together Deeper Learning" on our website, click [here](#). Thanks to the subsequent and current partnership with Educate78 from 2017-2018 to the present, CSCE continues to utilize this data-based integration of Waldorf methods and other tested best practices. This term, we focus on strengthening our work using the research based instructional materials on "EL Education ELA Curriculum K-8 and Eureka Math Curriculum K-8." ELA is joined cross-school with social studies during the "Main Lesson Blocks." In the upper grades, ELA is

joined with Humanities in the “Humanities” period and with Science in the “Science, Reading and Research” period. For details see [Appendix 14](#) (Instructional Framework, Block Rotations, Know-Reflect-Do KDR Unit Planning Templates). Contrary to practice in private Waldorf schools, mathematics is not taught in blocks. To ensure systemic, sustained acceleration, math is taught ongoing as separate subject after main lesson. Thematic relationships are drawn between the Math, Science and ELA Social Studies blocks for purposes of coherence and to strengthen opportunity for the child to make connections among subjects in their learning.

- (a) Overall curricular structure is detailed in [Appendix 14](#) (Instructional Framework: Block Rotations, KDR’s, Sample Lesson Plan, Sample Schedule and Sample Letter Home).
- (b) The core instructional program utilizes multiple modalities and intentional play to help students access the curriculum and process key information. The use of multiple modalities to facilitate learning is central to Waldorf education. A growing body of research in cognitive science confirms that learning information through movement, drama, singing, and non-linguistic representations (such as pictographs or drawings) reinforces the student’s ability to process, retain, and understand information that improves skills. (Hattie, 2009; Shore & Strasser, 2006, Hetland, 2009; Lillard et al, 2012). The failure to offer such multiple modalities for content access risks comprising what Zaretta Hammond (CSCE design advisor and author of “Culturally Responsive Teaching and the Brain”) terms “inequity by design” (February 2020, [Collaborative Classroom Blog: A Conversation about Instructional Equity with Zaretta Hammond, Part 1](#)), rendering this key Waldorf strategy a key equity strategy.
- (c) This use of multiple modalities is particularly important for English Learner students in the regular classroom as well as for students who have not met or nearly met standards on the CAASPP. Use of multiple modalities is coupled with focused intentional play in the early grades to build oral language skills, concept comprehension, and key social skills. Intentional play is an extension of experiential learning. Research shows that students who engage in complex forms of socio-dramatic play have greater language skills, better social skills, and greater information processing skills than those students given little or no play time (Alliance for Childhood, March 2009; NYTimes, May 2009; NY Times, September 2, 2009, Quenqua, October 2014, Quenqua).
- (d) The following six (6) principles (the “**6 Principles**”) form the foundation of CSCE’s curriculum:
 - 1. Relationship;
 - 2. Relevance;
 - 3. Rigor;
 - 4. Instructional program coherence for advancement and acceleration;
 - 5. Professional learning community; and
 - 6. Parents/Guardians as partners.

3) **Key Premises.** Key premises underlying CSCE’s strategy and approach are:

- a) The power to accelerate does not need to artificially force students into their intellect, and away from their hearts and hands;
- b) It is possible to balance the notions of part to whole and whole to part in the service of supporting students' learning;
- c) Given the learning gaps CSCE's students present with, CSCE is identifying ways to strike the right balance within the Waldorf methodology; and
- d) It is possible to accelerate learning and close students' learning gaps within a Waldorf developmental frame. Waldorf activities, tools, structures, and rituals uniquely position CSCE to do this.

4) **Waldorf Methodology.**

- a) **Learning Settings.** CSCE employs a traditional classroom learning setting.
- b) **CSCE Curriculum Outlined.** Instruction within CSCE's curriculum is organized after two primary Waldorf structures and routines.
 - i) **The Main Lesson** - The day's study begins with the main lesson, introducing new concepts or subject areas when the student's mind is fresh. Each lesson is at heart three lessons in one. Main lesson is structured in three parts, the whole where children engage in movement (the hand) and in a story or artistic work (the heart), before they go to the direct instruction piece (the head). In closing, the children return to experiencing the whole through artistic work, a story or a song or artistic movement exercise done together (heart and hand).

Each lesson is designed to address multiple learning modalities with an interdisciplinary approach. This sixty (60) minute lesson – the length is extended as children rise from 1st grade up, to be developmentally appropriate -- is the academic cornerstone upon which that day – and that whole six-week block cross-subjects -- is built. In this day and across the block's six (6) weeks, many interdisciplinary connections are made. The song they sing, the poem they learn, the painting they watercolor, the way math problem is explained might all be connected. The main lesson is rotated roughly every six (6) weeks. For examples we refer you to [Appendix 14D](#) (KDR Block Rotation Examples).

A core feature of the main lesson of the week is making of a main lesson book. Each student produces a main lesson book for every block of study. What begins as a blank journal becomes an individual record of experiences, observations and gained knowledge, along with hand-drawn illustrations, and often original poetry or related excerpts from the world of literature. As a portfolio of work, a student's main lesson books reflect key understandings and skills a student has learned, while also displaying the student's inspiration. Multidimensional, complex and thoughtful, main lesson books are an important way in which learning is expressed and they become an authentic assessment tool for teachers.

- ii) **Reinforcement through Subjects** - The breadth of subject classes (following main lesson), combined with the depth of the main lesson and the reinforcement of practice periods, creates a curricular offering reminiscent of a renaissance-based education. Specialty classes include world language, music, and physical education.
- iii) We refer you to the following appendices for more detailed curriculum information:

(1) [Appendix 7B](#): CSCE Signature Instructional Practices

- (2) For Sample First Grade Schedule, see [Appendix 14](#): Instructional Framework: Block Rotation, KDR, Sample Letter, Sample Schedule Homework, Letter Home Sample Set
- (3) For core content skills lessons for CSCE cross-grade, see [Appendix 13](#): (Academic Calendar and Bell Schedules).

b. CSCE's Curriculum Alignment to Common Core State Standards

- i) ***Literacy Development Across the Grades.*** CSCE believes learning to read well is the cornerstone of creating equitable outcomes for the children in the San Antonio community. While listening, reading, and writing are integrated into every aspect of the curriculum, they are called out here artificially to highlight how CSCE develops students' literacy skills through a Waldorf equity-focused comprehensive literacy approach. To further strengthen our Literacy Program, after research and a successful 2019-2020 upper-grades pilot, in 2020-2021 CSCE identified the EL Education Curriculum school-wide as its Literacy curriculum. Harnessing Waldorf methods, which are focused on the daily "Opening Circle and Main Lesson," CSCE engages content-based literacy through the grades following the EL Education Curriculum. For more detail on CSCE's program for English Learners, we refer you to the section "Supports to English Learners" below."
- ii) ***Literacy for Kindergarten/First Grade.*** Literacy instruction begins with the strengths students already bring to school – oral language. The focus on oral language development takes the form of daily listening to artistically told stories. Stories are drawn from the anthologies of fables, fairytales, and nursery rhymes. Stories are also drawn from the student's cultural backgrounds, Waldorf curriculum, and other grade-level based texts. Stories reflect the state standards. These practices frame the student's day during "Opening Circle and Main Lesson."
 - (a) In the Waldorf tradition, teachers use alliteration in verses, songs, riddles, tongue twisters, and poems as well as games to encourage phonemic awareness development with the whole class. In keeping with English Language Development (ELD) standards appropriate for the CSCE student body, the teacher builds each student's ability to recognize English phonemes that correspond to phonemes they already hear and produce in their primary language at home and in the community, as well as English phonemes that do not correspond to sounds students hear and produce in their native language, be that Spanish, Chinese or Vietnamese.
 - (b) In keeping with the Waldorf tradition of teaching from whole to part, teachers will move from the holistic verbal wordplay and storytelling to the more concrete and specific balanced literacy research-based strategies for blending and segmenting words orally. This integrated process allows the teacher to touch on listening, speaking, and viewing skills that are part of the "preparing to read" component as measured by a Marie Clay's *Concepts of Print* (2000 & 20013). Teachers enhance students' phonemic awareness capacity through a unique Waldorf method called eurhythmy, in which music and speech are expressed through bodily movement. Specific gestures represent spoken sounds, both vowels and consonants.
 - (c) In addition to interactive activities to build phonemic awareness, students are invited to discuss the stories they are listening to in order to practice beginning comprehension skills. Students are encouraged to respond to the literature they are exposed to by making personal connections to the text as well as making predictions and clarifying their understanding of the text.
 - (d) The activities are drawn from the Main Lesson Block materials that support comprehension strategy instruction. During this time, students build their skills at retelling (summarizing, drawing inferences, and sequencing of events in the story). Students have access to leveled libraries in their classrooms of trade literature as well as the pre-decodable texts that provide the opportunity to practice the blending strategies and high-frequency words they are learning during the systematic phonics and blending lessons. All of these strategies are incorporated into the SIOP model of instruction.
 - (e) Moving from whole to part, the teacher builds on the oral language work to introduce students to the alphabet through multicultural stories selected by the teacher from the schools guided

reading library using the Phonics cards as a support tool. Using the main lesson book, students make drawings of letters suggested by the sounds or names of objects in the literature. Students practice their writing and penmanship by transcribing sentences taken from the oral stories, highlighting language arts.

- (f) The Waldorf practice period is integrated with a balanced literacy approach. It is during this sixty (60) to ninety (90) minute block that students will receive individualized attention to address any challenges that become evident from analysis of daily and weekly formative assessments. Teachers will have the opportunity to differentiate, re-teach, offer more targeted intervention, provide more challenge for advanced students, or provide ELD support for EL students.
- (g) CSCE's goal is that by the end of the First Grade, CSCE students will be able to recognize the forty-four (44) sound/spelling correspondences outlined in Sound-Spelling Cards, will have mastered the majority of the first one hundred (100) Dolch Sight Words, and have a fluency rate of sixty (60) words per minute.

iii) Literacy for Second/Third Grade.

- (a) Students at this grade level are working toward building solid reading, writing, listening and thinking skills. Using the strategies and structures introduced in Kindergarten and First Grade, students continue to use oral storytelling as a way into authentic reading and writing practices.
- (b) Activities and text for practice are taken from the rich readings in humanities and science, drawing from anthologies as a resource. The focus of instruction transitions from phonemic awareness to phonics and fluency. Students build on their segmenting and blending skills as they transition from oral practice to decoding practice, translating spelling symbols into their speech sounds during the ready for reading routines.
- (c) The emphasis is on recognizing and internalizing long vowel variations. Decodable texts provide opportunities for students to practice their growing decoding skills. In addition, while continuing to work on their word recognition skills, students are expanding into word play and curiosity about how words work – synonyms, homonyms, palindromes – that capture students' attention. The teacher uses this excitement and curiosity at this stage to introduce work around word parts as in roots and prefixes.
- (d) Systematic word study in which the student is able to make strong, explicit connections between decoding, spelling, and vocabulary becomes more prominent in the Third Grade. In a systemic and sequenced way, students use the tools of word study to build word consciousness as they learn more about how words work – spelling patterns, Latin, Greek, and Anglo roots, prefixes and suffixes. Students are introduced to grammar and punctuation through storytelling and examples from their humanities and science lessons. Writing conventions are reinforced through daily activities following the EL Education Curriculum.
- (e) As a result of the literacy activities, CSCE's English Learner students will be able to recognize common English morphemes in phrases and simple sentences. They will be able to demonstrate an internalization of English grammar, usage, and word choice by recognizing and correcting common errors English learners make when speaking or reading aloud, especially with plurals and word endings, which represent different syntactic structures between English and their native language.
- (f) CSCE's goal is that students will leave the Third Grade with a fluent reading rate of at least one hundred ten (110) words per minute. English Learner students will have expanded their knowledge of sound/spelling correspondences to include those that do not commonly exist in their native language.

iv) Literacy for Fourth/Fifth Grade

- (a) Building on their growing decoding skills, teachers at this stage of CSCE's education program emphasize vocabulary development and comprehension skills. Students read a variety of texts – respected fiction, rigorous non-fiction as well as articles from magazines and newspapers.

(b) Readings are drawn from Waldorf curriculum and the EL Education Curriculum, providing leveled readings reflecting the children’s cultural backgrounds and other grade level-based texts. Stories reflect the understandings stated in the state standards. Two (2) types of themes receive emphasis: (a) universal themes (Keep Trying, Friendship, or Survival) or (b) research themes (Weather, Astronomy, and Ancient Civilizations). Students use these texts to strengthen their comprehension skills, including looking at text structures, the structure of the author’s argument or thesis. They learn these skills through classroom discussion during the main lesson period.

(c) As a result, CSCE’s English Learner students are will be able to use text structures to enhance their comprehension skills. They will be able to recognize simple idioms, analogies, figures of speech (e.g. to “take a fall”), and metaphors in literature and texts in content areas. In addition, they will demonstrate sufficient knowledge of English syntax to interpret the meaning of idioms, analogies, and metaphors.

(d) CSCE’s goal is that its students will leave Fifth Grade with the foundation of academic literacy and critical thinking skills and a reading rate of one hundred forty (140) words per minute.

v) **Core Courses: Thematic and Interdisciplinary.** CSCE’s curriculum is highly integrated and presented in thematic blocks of five (5) to six (6) weeks’ duration.

(a) **Mathematics and Science.** Math and Science curriculum instruction is presented through an inquiry-based approach aligned with Common Core Math Standards and the Next Generation Science Standards (NGSS). Students receive 60 minutes of mathematics per day following Eureka Math (also known as EngageNY). In this time, teachers harness Waldorf methods and Eureka Math curriculum to engage all students in highly rigorous math. For acceleration, teachers work with advanced math students, who serve as associate teachers, to support peers in advancing their math skills and knowledge through homogenous, grouped, targeted support. Science is taught in an inquiry-based project model using the NGSS. Topics allow for authentic practice of foundation math skills – adding, subtracting, measurement - alongside science through observation and experience of the natural world. Since inquiry is a cornerstone of the math and science curriculum, key inquiry questions, hypotheses, and vocabulary can be made explicit through the use of SIOP strategies and tools such as word wall and graphic organizers beginning in Kindergarten.

(i) Teachers take an experiential approach to math and science so that students are engaged in active learning through hands-on activities. For example, through gardening, a class may travel to a local park where students can sit down with a clipboard and colored pencils to draw local flora and flowers, noticing their smell and the surroundings of that plant. They will be assigned to think about the plant’s role in nature, thereby capturing the notion of respect for the environment intended in science studies. In addition, there is the opportunity to study patterns and geometric shapes that show up in nature. With this holistic view of math and science as a foundation, instruction moves to specific essential skills. In the early grades, students are introduced to the fundamental concepts of mathematics, such as building a number sense. The mathematics program becomes increasingly practical for students in the upper elementary grades, emphasizing useful skills for daily life: multiplication, long division, decimals, and fractions. Mathematical thinking and problem-solving are emphasized.

(ii) The science curriculum in the early grades introduces students to the natural world, focusing on the basics of physical science – gravity, balance, density as explored through the creation of pulleys and levers, for example. Life science and earth science focus on the five (5) senses, the change of seasons, and environmental issues. Students experience the cycle of growth through gardening, from seed to harvest to transformation through cooking. Students use their growing literacy skills to communicate their observations orally and through writing and drawing. In the upper grades, students expand this foundation to include rigorous experiments based on the scientific method in zoology, botany, physics, physiology, astronomy, and meteorology.

(iii) CSCE aligns standards in English Language Arts, Science, Social Studies (taught during Main Lesson through Block Rotations) and Math for First through Eighth Grades.

(b) Humanities / Social Studies and English Language Arts.

(i) Students at CSCE explore the world through the presentation of the peoples, legends, and literature of the world. The Humanities and Social Studies curriculum at CSCE is designed to accomplish two (2) outcomes: (a) student learning about the people and events that have shaped the development of man around the world; and (b) student development of analytical thinking and critical literacy skills.

(ii) Teachers, when possible, use primary source materials and artifacts to teach social studies. Students learn to differentiate between primary and secondary sources. Students learn to identify the human and physical characteristics of the places they are studying and explain how those features form the unique character of those places.

(iii) Beginning in Kindergarten, students learn about places and people through fairytales and fables. In Third Grade, students begin an exploration of California history, general historical events, and legends that grow out of these events. Students use dramatization through the performing arts as a medium for understanding history and social studies. Teachers lead students through the culture of a people using other Waldorf strategies such as form drawing. For example, in Sixth Grade, students draw designs based on Greek and Egyptian styles as an introduction to talking and thinking about how a civilization's beliefs and values are reinforced in its art and architecture.

(iv) The key goal for all our students, especially low performing, special education and EL students, is to build their background knowledge sufficiently to understand key concepts as well as expand their academic language and ability to actively participate in classroom discussions.

c. Learning: Strengthening the Global and Local Connections through Global Scholars Partnership

From its inception, CSCE, following the Waldorf model, was committed to service learning. In its fifth year, CSCE formalized this commitment through a partnership with Oakland Unified District School MetWest High School. With the aid of a MetWest High School student/ CSCE intern, in 2015, CSCE launched Oakland's first YouthAct Club (affiliate of the Oakland Rotary Club) to conduct two service learning projects a year: one focused on school and community; the other focused on an international theme.

CSCE has strengthened this work since 2016, when it won status as a Global City School as part of Global Scholars, funded by OECD and Bloomberg Philanthropies. CSCE upper grade students engage with more than 17,000 students in 53 cities across the globe from Johannesburg, South Africa, to Barcelona, Spain to Buenos Aires, Argentina. Each year, they conduct one community service and one global project, designing local and global solutions to key issues. This year the theme is "Resourceful Cities" where CSCE proud scholars' final projects have been prize winning in 2018 and 2019. Since 2016, CSCE is proud to be the first and thus far only Global City school in Oakland or the Bay Area. CSCE is promoting this partnership to fellow Oakland schools to make this rich relationship (free for participating schools) available to our broader Oakland community of schools, district and charters alike.

The goal of these projects is to reinforce the interconnection of themes; strengthen the link between in- and out-of-classroom learning; and leadership development in the context of service at home and globally. Learning outcomes include increasing global engagement through increased interest in the larger work, particularly unfamiliar people and places, and increasing cultural understanding by recognizing different perspectives on specific global issues; increasing ability to engage in inclusive problem solving; joined with increasing ability to articulate clearly in writing and in speech a perspective held by the team.

d. Specialty Classes

For one (1) or two (2) periods each day, students attend specialty subjects such as a World Language (Spanish and Mandarin), handwork, theater, physical education, eurhythm and the arts. Pending the availability of funds, CSCE will build out its suite of specialty offerings over the charter term. For Grades TK – 5th these specialty subjects are a ‘push-in’ into Opening Circle, Main Lesson, and ELA to offer enrichment and multi-mode access to the curriculum. For Grades 6-8 specialties occur during a daily 60-minute period.

SPECIALTY	FIRST GRADE	SECOND GRADE	THIRD GRADE	FOURTH GRADE	FIFTH GRADE
MUSIC & PERFORMING ARTS	Singing; C flutes (develop finger coordination, concentration, breath control); songs based on seasonal themes; in-class skits based on curriculum	Singing; C flutes; in-class skits; performance of annual class play	Singing in rounds; C flutes; in-class skits; performance of annual class play	Singing and recorder in rounds; possible addition of violin/cello; performance of annual class play	String ensemble with an option to begin a wind instrument, choral singing
ART	Form drawing; painting (emphasizing an experience of working with color rather than creating formed pictures); beeswax modeling; crayon illustrations	Form drawing; watercolor painting; beeswax modeling; crayon illustration	Watercolor technique, drawing	Watercolor, form drawing, clay modeling	Colored pencil drawing, drawing and shading
WORLD LANGUAGE	Spanish, and possibly Mandarin (introduced through plays, songs, rhythms, and games)	Spanish and possibly Mandarin (plays, songs, poetry, games and simple conversation)	Spanish and possibly Mandarin (songs, plays, poetry, conversations, and vocabulary)	Spanish and possibly Mandarin (songs, plays, poetry, conversations, cultural activities, vocabulary, beginning writing)	Spanish and possibly Mandarin (songs, plays, poetry, conversations, cultural activities, vocabulary, beginning writing)
HANDWORK	Knitting (promotes eye-hand coordination, fine motor skills, and pre-reading skills-sequencing, patience, perseverance and self-esteem)	Knitting patterns of knit and purl (pattern recognition and perpetuation, concentration, fine motor skill development)	Crocheting (pattern and placement recognition, finger dexterity)	Cross-stitch; embroidery; braiding (creating patterns from front to back)	Advanced knitting including knitting in rounds, knitting socks,

EURYTHMY <i>(pending funds)</i>	Begin this form of movement and dance	Continue this form of movement building on the prior year's work	Continue this form of movement building on the prior year's work	Continue this form of movement	Continue this form of movement
GARDENING <i>(with support from CSCE partner NUMI Foundation Gardening Curriculum, created and piloted with CSCE)</i>	Begin introduction to use of tools; lifecycle of plants; help maintain their class garden box	Learn about home and school surrounding flora and fauna; plant, create dyes and help maintain a garden box	Learn different cereal crops; learn about farming; go on field trips to urban garden; build wooden benches.	Introduction to geography; students help maintain their class's garden box.	Further introduction to geography; several field trips; students help maintain their class's garden box.
HEALTH <i>(Instruction follows the California Health Framework.)</i>	Students develop understanding of health and nutrition through classroom instruction and whole school activities.	Students develop understanding of health and nutrition through classroom instruction and whole school activities.	Students develop understanding of health and nutrition through classroom instruction and whole school activities.	Students develop understanding of health and nutrition through classroom instruction and whole school activities.	Students develop understanding of health and nutrition through classroom instruction and whole school activities.
TECHNOLOGY	With focus on educating whole child in digital age; focus on age appropriate digital literacy	With focus on educating whole child in digital age; focus on age appropriate digital literacy	With focus on educating whole child in digital age; focus on age appropriate digital literacy	With focus on educating whole child in digital age; focus on age appropriate digital literacy	With focus on educating whole child in digital age; focus on age appropriate digital literacy
PHYSICAL EDUCATION & GAMES	Physical Education Age appropriate games and movement	Physical Education Age appropriate games and movement	Age appropriate games and movement	Age appropriate games and movement 4 th – 6 th grade CSCE Soccer Team Compete Through Community Partnership with Oakland Parks Carmen Flores Recreation Center	Age appropriate games and movement 4 th – 6 th grade CSCE Soccer Team Compete Through Community Partnership with Oakland Parks Carmen Flores Recreation Center
LIFE SKILLS	Waldorf curricular focus on building strong self in strong community through age-appropriate personal and	Waldorf curricular focus on building strong self in strong community through age-appropriate personal and	Waldorf curricular focus on building strong self in strong community through age-appropriate personal and	Waldorf curricular focus on building strong self in strong community through age-appropriate personal and	Waldorf curricular focus on building strong self in strong community through age-appropriate personal and

	shared work supplemented with schoolwide Positive Behavior Intervention and Supports (PBIS)	shared work supplemented with schoolwide Positive Behavior Intervention and Supports (PBIS)	shared work supplemented with schoolwide Positive Behavior Intervention and Supports (PBIS)	shared work supplemented with schoolwide Positive Behavior Intervention and Supports (PBIS)	shared work supplemented with schoolwide Positive Behavior Intervention and Supports (PBIS)
--	---	---	---	---	---

e. Description of the Middle School Curriculum

The Waldorf middle grades curriculum instills intellectual capacities and enthusiasm in the young person who is about to experience the profound changes and uncertainties of adolescence. By studying history from ancient times to the modern age the middle school student is given a foundation in what has come before. Through the intensive and hands-on study of mathematics from "business math" to algebra, and the study of natural science and laboratory sciences, the middle school student develops interest in and respect for our contemporary world of technology and quantification. Through intensive exposure to the fine arts, instrumental and choral music, drama, and writing, the middle school student awakens to his or her own possibilities and develops confidence for meeting the future.

CORE	SIXTH GRADE	SEVENTH GRADE	EIGHTH GRADE
MATH	Algebra and negative numbers; ratios; proportions; geometric drawing with instruments; business math	Algebra; mathematical thinking/theory; geometry	Practical applications of arithmetic; algebra; geometry
LITERATURE & GRAMMAR	Composition; grammar; spelling; biographies	Creative writing; grammar; spelling and punctuation; classical literature; Shakespearean drama	Composition; grammar; spelling; literature (short stories, poetry, letters)
SCIENCE	Introduction to Astronomy; Mineralogy; Geology; Introduction to Physics; Geography	Life Science, Nutrition; Chemistry; Anatomy; Physiology;	Introduction to Mechanics; Physics; Meteorology; Chemistry; Human Anatomy; Physiology
HISTORY & SOCIAL STUDIES	Ancient Civilizations; World Culture South America	Roman, Medieval, Early Modern and Modern Period; World Culture Asia	Revolutions and Romantic Period, American history; World Culture Africa

And what of the student who enters CSCE in the middle school grades without the benefit of exposure to the artistically-imbued and relationship-rich experiences of the earlier grades? For many such students, coming to a Waldorf setting is like coming home -- finding the school they have always longed for. With the warm support of their teachers, who will do extra work with them, and with the friendly support of their new classmates, who will share what they have learned in the primary grades, the new student discovers that a love for school translates into a love of learning, and that a love of learning allows them to "catch up" with their new classmates with remarkable speed.

Technology supports CSCE middle school students learning of academic standards and enables them to demonstrate what they have learned. Learning software and applications are used to provide adaptive instruction, practice, and assessment in a way that is differentiated for each child. Computers are also used as

a tool for research, communication, and production. CSCE is working with its Waldorf partner, Journey School in Orange County, to build the program “Educating the whole child in the digital age,” to strengthen digital literacy and digital citizenship for CSCE students.

SPECIALTY	SIXTH GRADE	SEVENTH GRADE	EIGHTH GRADE
MUSIC & PERFORMING ARTS	Singing; recorder; possible inclusion of violin/cello; performance of annual class play.	Singing in parts; recorder; possible inclusion of violin/cello; performance of annual class play.	Singing and recorder in parts; possible inclusion of violin/cello; orchestra and orchestra performances at school assemblies; annual class play.
ART	Painting; possibly clay modeling; woodworking.	Painting; possibly clay modeling; woodworking.	Painting; perspective drawing; portraits; possibly carving (wood and stone); clay modeling; woodworking.
WORLD LANGUAGE	Spanish, and possibly Mandarin: speak more freely about themselves and their environment; become more fluent in reading text used in class; practice writing longer paragraphs (e.g. letters, summaries); memorize plays and songs.	Develop fluency in Spanish and pending funds Mandarin: read literature and write more complex texts; memorize songs plays and longer poems.	Spanish, and pending funds Mandarin, continued: Be able to compose longer pieces of writing, read with fluency, clear diction and expression, give presentations in the language.
HANDWORK	Hand sewing stuffed animals (visualizing from two-dimensional to three-dimensional finished product).	Strengthen hand sewing skills including backstitch, running stitch, quilt stitch and the correct use of tools such as a thimble.	Use and master a variety of swing techniques on the electric sewing machine. Machine sewing clothes.
GARDENING <i>(Instruction follows NUMI Gardening Curriculum piloted at CSCE)</i>	Students introduced to design and layout of a new garden. Through basic soil science, students study mineralogy.	Students focus on service in this year; class learns about and applies compost.	Students do research and design to support the garden and eradicate weeds. Class engages in discussions around soil imbalance and ways to work against pollution in the garden.
HEALTH <i>(Instruction follows the California Health Framework.)</i>	Students develop understanding of health and nutrition through classroom instruction and whole school activities	Students develop understanding of health and nutrition through classroom instruction and whole school activities.	Students develop understanding of health and nutrition through classroom instruction and whole school activities.
TECHNOLOGY/ CODING CAMP	With focus on educating whole child in digital age; focus on age	With focus on educating whole child in digital age;	With focus on educating whole child in digital age;

<i>(‘Think like a Game Designer’ 6-week coding camp with CSCE partner Calculus Roundtable)</i>	appropriate digital literacy.	focus on age appropriate digital literacy.	focus on age appropriate digital literacy.
EURYTHMY (pending funds)	Continue this form of movement	Continue this form of movement	Continue this form of movement
PHYSICAL EDUCATION <i>(4th – 8th grade CSCE Soccer Team compete through community partnership with Oakland Parks and Rec)</i>	Physical Education: Age appropriate games and movement.	Physical Education: Age appropriate games and movement.	Physical Education: Age appropriate games and movement.
LIFE SKILLS	Waldorf curricular focus on building strong self in strong community through age appropriate personal and shared work supplemented with schoolwide Positive Behavior Intervention and Supports (PBIS)	Waldorf curricular focus on building strong self in strong community through age appropriate personal and shared work supplemented with schoolwide Positive Behavior Intervention and Supports (PBIS)	Waldorf curricular focus on building strong self in strong community through age appropriate personal and shared work supplemented with schoolwide Positive Behavior Intervention and Supports (PBIS)

f. Plan for Students Who are Academically Low Achieving

- (i) The ultimate goal at CSCE is to ensure that every student, especially those who are academically low achieving, are able to excel academically by becoming masterful independent learners. We do this by focusing on timely prevention, intervention, and acceleration for struggling students. To this end, CSCE employs a process that builds on the Response to Intervention (RTI) and Positive Behavior Intervention and Supports (PBIS) models joined in the Multi-Tiered System of Supports (MTSS). The MTSS process provides staff with a systematic way to view social emotional and behavioral and academic factors to identify struggling students early on so that they can receive appropriate support.
- (ii) We recognize that because of educational inequities some of our students will come to CSCE performing below grade level. Through MTSS, we seek to continually strengthen our core instructional program by enriching it with Waldorf strategies and research-based instructional practices. At CSCE, we are constantly focused on designing interventions that address the most common needs in new ways braiding tested practices with Waldorf methods. We refer you to [Appendix 25: \(Publicity & Research\)](#), for one example where we bring Mr. Bernd Ruf’s global expert team working in coordination with Doctors Without Borders to build “Emergency Pedagogy Without Borders.” This global network includes CSCE as a founding member, and the USA/California hub supports children in trauma through a third 3-day seminar to advance our collective practice in this critical domain.
- (iii) RTI combines screening and monitoring processes with specific intervention protocols in three (3) tiers:
 1. **Tier I interventions.** In this stage of intervention, the focus is on the core instructional program in the regular classroom.

2. **Tier II interventions.** This stage of intervention is comprised of twenty (20) to forty (40) minutes of intensified instruction in addition to the core instructional program.
3. **Tier III interventions.** This stage of intervention offers the most focused and intense instruction offering up to ninety (90) additional minutes over the core instructional program.

In addition to academics, spotlighted by RTI, MTSS considers the behavioral, spotlighted by PBIS, to offer a Layered System of Support to all students. One can think of MTSS as RTI and PBIS combined. The incorporation of both is well aligned with Waldorf education's whole child focus on head heart and hand. In combining PBIS and RTI through MTSS, inspired by Waldorf education, CSCE's focus is to provide a whole-school data-driven, prevention-based framework for improving learning outcomes for every student through a layered continuum of evidence based practices and systems.

g. Addressing Student Needs through the Core Instructional Program

CSCE's unique Waldorf instructional frame and holistic strategies allows CSCE to develop a solid core program for all students that focuses on preventing academic failure. To help underperforming students accelerate their own learning, the core instructional program utilizes multiple modalities and intentional play to help them access the curriculum and process key information. The use of multiple modalities to facilitate learning is central to Waldorf education. A growing body of research in cognitive science (e.g. Lengel & Kuczak, 2010, Blakemore, 2003) confirms that learning information through movement, drama, singing, and non-linguistic representations such as pictographs or drawing reinforces the student's ability to understand and retain information as well as improve skills. This is particularly important for English Learner students in the regular classroom as well as for students who have been designated as not mastering standards on the CAASPP.

Our core instructional program uses differentiation, with a focus on one (1) of the central differentiation strategies, tiering, which allows a teacher to adjust any assignment based on student readiness criteria. Differentiated instructional strategies such as tiering allow students at both ends of the achievement spectrum to access grade level concepts and knowledge. Tiered assignments are adjusted in three (3) key ways:

- (i) **Content Simplified.** The content is simplified for easier access and multiple options are offered for taking in information.
- (ii) **Process Varied.** The process is varied to accommodate different learning styles and multiple options are offered for making sense of the ideas (comprehension and understanding).
- (iii) **End Product Varied.** The product is varied because multiple options are offered to enable students to express and demonstrate what they know.

In addition, the core instructional program utilizes multiple modalities and intentional play to help students access the curriculum and process key information. The use of multiple modalities to facilitate learning is central to Waldorf education. A growing body of research in cognitive science (e.g. Lengel & Kuczak, 2010, Blakemore, 2003) confirms that learning information through movement, drama, singing, and non-linguistic representations such as pictographs or drawing reinforces the student's ability to retain and understand information and improve skills. This is particularly important for English Learner students in the regular classroom as well as for students who have been designated as not mastering standards on the CAASPP. Use of multiple modalities is coupled with focused intentional play in the early grades which continues to build oral language skills, concept comprehension and key social skills. Intentional play is an extension of experiential learning. Research shows that students who engage in complex forms of socio-dramatic play have greater language skills, better social skills, and greater information processing skills than those students given little or no play time (NY Times, May 2009).

h. Supports to Underperforming Students

Community School has high expectations for all students and works with students who are not meeting outcomes to support them in reaching their goals. In addition to the core instructional program, CSCE's response to supporting those students designated as not on track to standard by end of year is to provide additional time on top of the core instructional program. Below are the standard structure and protocol for Tier II intervention:

- Fine-grained assessment such as a running record to determine the specific nature of the learning challenge;
- Extended learning time within the classroom, as well as pull-out or after-school tutoring. This level of the intervention cycle will last for ten (10) to twelve (12) weeks with two (2) to four (4) sessions throughout the week;
- Intensified explicit instruction in subject area content (i.e., where a student is FBB then, in addition to reading comprehension, the focus is placed, on phonemic awareness, phonics, fluency, and word attack skills as determined by the assessments);
- Use of decodable texts only to reduce confusion;
- Highly scaffolded scope and sequence to clear up student misconceptions and provide timely corrective feedback;
- Progress monitoring daily, weekly and monthly as well as at every benchmark; and
- Instruction adjusted based on this assessment data.

As part of the Tier II protocol, teachers will instruct FBB designated students in the use of specific strategy instruction to build cognitive routines. Strategy instruction supplies students with the same tools and techniques that efficient learners use to understand and learn new material or skills. With continued guidance and ample opportunities for practice, students learn to integrate new information with what they already know, in a way that makes sense - making it easier for them to recall the information or skill at a later time, even in a different situation or setting.

Researchers have identified lack of internalized strategy use as a key factor in struggling learners' inability to improve. Educators at the University of Kansas have been deeply involved in researching learning strategies since the 1970s and have done much to define and articulate the benefits of strategy instruction, particularly for students with learning disabilities or who are struggling learners. This work has resulted in one of the well-researched models for teaching students to use learning strategies.

As a result of strategy instruction alongside content re-teaching during Tier II interventions, the FBB student learns a set of steps or procedures to help with learning and retaining new content and key concepts.

i. Supports for English Learners

1. CSCE shall meet all applicable legal requirements for English Learners (EL), including long-term English Learners or English Learners at risk of becoming long-term English Learners, as it pertains to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. CSCE shall implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

a. English Language Proficiency Assessment

CSCE administers the home language survey upon a student's initial enrollment CSCE (on enrollment forms). All students who indicate that their home language is other than English receive the English Language Proficiency Assessments for California (ELPAC) test. Testing times will vary depending upon the grade level, domain, and individual student. Both the ELPAC Initial Assessment and Summative Assessment are given in two separate testing windows through the school year. CSCE notifies all

parents of its responsibility for ELPAC testing and of ELPAC results within thirty (30) days of receiving results from publisher. The ELPAC is used to fulfill the requirements under the “Every Student Succeeds Act (ESSA)” for annual English proficiency testing.

b. *Strategies for English Learner Instruction and Intervention*

As a Waldorf school, CSCE’s instructional model is designed around key strategies proven to be effective for English Learners:

- Daily recitation of verses, songs, prose passages, and oral storytelling through the day, week, year, and through the grades;
- Planned opportunities for cooperative learning, collaborative groups and student generated writing based on personal experience offer regular opportunities for interaction between all individual in the classroom;
- Manipulatives including the student’s self-made textbook, the “Main Lesson Book” and its content from the self-drawn maps, drawings, and graphs to those made by others;
- Graphic organizers used in Main Lesson Books using matrices, webs, Venn diagrams;
- Annual class plays.

Thereby, all aspects of the instructional program pivot around oral, reading, and written language and literacy development for all students, a key access point for English Learners. The needs of EL students at CSCE are addressed in the regular classroom as well as during specific Tier II interventions focused on ELD. There is an integrated ELD period in the daily schedule where teachers every lesson provide language clarification and language acquisition support through front loading in various was during regular content are lessons. Here the aim is for English Learners to learn the content and academic language used in each lesson. There is also a designated ELD period in the daily schedule called “literacy circle.” The curriculum for the ELD period is built around ELD standards and focuses on developing students’ listening, speaking, reading, and writing.

2. During the EL daily instruction periods, the EL students are placed into designated and integrated groups by ability level during thirty (30) minutes periods so that instruction will be directly applied to their needs. The assessment tools used whole school of BPST, Critchlow, Fountas and Pinnell and NWEA allow track of English Language Development between ELPAC windows.

In addition to organizing instruction around ELD standards, CSCE emphasizes the use of graphic organizers as made popular by ELD expert, Kate Kinsella (2006) and the use of non-linguistic visual representations (pictographs, drawings) recommended by learning expert Robert Marzano (2009) to bridge listening and understanding.

The focus of instruction during the ELD period and during Tier II intervention periods is on word parts (root words, prefixes, and suffixes) and high utility academic vocabulary, beginning with cognates where appropriate.

j. English Language Proficiency Assessment

1. Because a high number of the families within the San Antonio neighborhood that CSCE serves are immigrants, the needs of students who are learning English for the first time or who are building bi-literacy in both English and their home language will be a primary focus in CSCE’s general education program. To ensure that students who score at the lowest level on the ELPAC assessment receive appropriate assistance, CSCE has established specific Tier II interventions focused on ELD.
2. Goals of the ELD support program are to:
 - a. Support English Learner students to use English to communicate in a variety of settings in socially and culturally appropriate ways;

- b. Build a working speaking/listening vocabulary as a foundation for building background knowledge and confident communication;
 - c. Support English Learner students in the development of fluent reading and writing skills in English;
 - d. Build English Learner students' background knowledge through robust vocabulary development and exposure to informational text
 - e. Help English Learner students become proficient at using academic English to further their comprehension and mastery in all content areas at every grade level;
 - f. An English Learner student will exit English Language support once he/she demonstrates a reasonable fluency in English and a grade level proficiency based on ELPAC scores and CAASPP performance criteria.
3. A description of the role the California State ELD standards will play in the development of the standards-aligned rubrics follows:
- a. CSCE follows the CDE's 4 ELPAC levels to measure individual student progress to English language proficiency; and uses the English Learner Progress Indicator (ELPI) to measure how many ELs are making progress toward English proficiency. It typically takes a new EL 5-7 years to achieve proficiency. The tool allows teacher and student and parent/guardian to track student progress towards English language proficiency in accordance with five (5) levels:
 - i. Very low;
 - ii. Low;
 - iii. Medium;
 - iv. High; and
 - v. Very high.
 - b. A student who has mastered the performance described in the ELD standard in the ELPAC test will then have their classwork grades be assessed by the classroom teacher and the on-site ELPAC LEA to ensure the student's academic growth is not impeded by language proficiency.
 - c. The student's teacher will report on the child's progress at each benchmark period.
4. Reclassification Procedures
- a. CSCE's tracking guides re-designation. We refer you to [Appendix 20](#) (English Learner Redesignation Policy), which includes CSCE's re-designation criteria. CSCE conducts close monitoring after re-designation for four years to ensure: (1) they have not been prematurely exited; (2) any academic deficits incurred as a result of participating in EL program have been remedied; and (3) they are meaningfully participating in the standard program of instruction comparable to their never-EL peers. Also, after that time, their former status is noted within PowerSchool, our English Language Learner Tracker, and within the teacher's yearly Assessment Tracker, for each teacher to see and review. Once an English Learner, always an English learner.
 - b. CSCE meets all applicable legal requirements for English Learners (EL), including Long-term English Learners or English Learners at risk of becoming Long-term English Learners, related to annual notification to parents, student identification placement, program options, English Learner and core content instruction, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardizing testing requirements.

CSCE administers the home language survey as part of the student’s initial enrollment in CSCE. The survey is part of the enrollment forms.

Ongoing Assessments of EL Students

CSCE use of achievement data also informs professional development and instruction of its English Learners. CSCE examines student achievement data by subgroup during assessment windows and persists with assessing through teacher-made assessments and benchmark assessments (NWEA and Fountas & Pinnell). CAASPP results and benchmark assessment results may also be reviewed by the ELAC (English Learner Advisory Committee) which would then have input into the plan for supporting English Learners.

k. Support for High Achieving Students

CSCE is committed to the acceleration of learning for all students. Just as with any other student, all students achieving above grade level as measured by the CAASPP and interim benchmark assessments, receive appropriate academic extensions within the classroom. For example, teachers differentiate by using appropriate resources, products, assignments, and pacing. They provide high achieving students with tools for them to use to organize their thoughts and encourage level-appropriate projects, using graphic organizers, pre-writing and writing activities. Prompts asking for details, patterns, trends, rules and probing for unanswered puzzles, and big questions are lesson components for every CSCE student and allow special focus for high achieving students, as these build language and thinking skills.

Teachers designate any modifications they are making for students who are academically high achieving on the lesson plan. During a portion of small group collaboration time, high achieving students are paired with lower performing students to offer support; also, sometimes high achieving time students are paired to share challenging assignments. The groups are designated and integrated. Enrichment activities and main lesson block projects also provide opportunities for academic challenges.

5. Goals and Actions in the State Priorities

Please see the section “Goals, Actions and Measurable Outcomes Aligned with the Eight State Priorities” in Section B of this charter for a reasonably comprehensive description of CSCE’s annual goals to be achieved in the Eight State Priorities schoolwide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals, in accordance with Education Code Section 47605(c)(5)(A)(ii).

6. Local Control and Accountability Plan (LCAP) 2019-2020 and Learning Continuity and Assessment Plan 2020

In accordance with Education Code Section 47606.5, CSCE shall comply with all elements of the LCAP pursuant to regulations and a template adopted by the California State Board of Education and reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter. CSCE shall submit the LCAP to the County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

End of Section A.

B. ELEMENT 2: LOCALLY-DEFINED PUPIL OUTCOMES (MEASURABLE STUDENT OUTCOMES)

Governing Law: The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52502. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school. Education Code Section 47605(c)(5)(B).

Outcomes Aligned with the State Priorities

CSCE's educational program is designed to help all students to achieve measurable student outcomes in the areas of reading, writing, math, and other academic and non-academic skills to address state content and performance standards. When new to CSCE and at the beginning of each school year for returning students, a student first receives diagnostic screening and diagnostic testing (Critchlow, NAMES, BMST, BPST, Fountas & Pinnell). After that, the student receives ongoing progress monitoring against outcomes as described in the table below. These student exit outcomes are further subdivided at different grade and skill levels, based on the Common Core State Standards. As under its first charter term, to best serve its students and community, CSCE will continue to examine and refine its list of student outcomes over time to reflect CSCE's mission and any changes to state or local standards.

For a student who is not meeting benchmarks as outlined in the table below, CSCE addresses the student's performance as described; we refer you to [Appendix 19](#) (Student Success Team Policy). CSCE uses the MTSS, a nuanced version of RTI, that provides staff a routine, systematic way to identify students in need early on, so that they can be provided with appropriate interventions.

Goals, Actions and Measurable Outcomes Aligned with the Eight State Priorities

Pursuant to Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B), CSCE has established goals, actions, and measurable outcomes both schoolwide and for each subgroup of pupils, which address and align with the Eight State Priorities identified in Education Code Section 52060(d). Each of these goals addresses the unique needs of students and all numerically significant student subgroups at CSCE tracked are: EL, FRPL, and special education, Hispanic/Latinx and Black/African American students. The metrics associated with these goals help CSCE to ensure that these specific subgroups are making satisfactory progress and are provided with necessary additional supports made possible by additional funds from the Local Control Funding Formula. Each of CSCE's goals are listed, along with the specific metrics that are used to monitor progress toward achieving these goals.

CSCE Goals, Outcomes, Actions, and Alignment to State Priorities

Goal 1: Core Instruction

Goal & Alignment	Outcomes
<p>Goal 1: Provide engaging, high-quality, rigorous, standards-aligned curriculum in a broad course of study that incorporates 21st century learning opportunities, including math, science, social studies, targeted ELD and ELA; further, teachers will receive high-quality professional development aligned to high priority instructional practices that positively impact student academic achievement and social-emotional development.</p> <p>This work is aligned to the following State Priorities:</p> <p>State Priority #2 - Implementation of State Standards Implementation of State Standards, including how the programs and services will enable ELs to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.</p> <p>State Priority #4 - Student Achievement Pupil Achievement as measured by all of the following: statewide assessments, the percentage of EL pupils who make progress toward English language proficiency as measured by the ELPAC; the English learner reclassification rate.</p> <p>State Priority #7: Course Access The extent to which pupils have access to and are enrolled in: a broad course of study including courses described under Education Code Sections 51210 and 51220(a)-(i), as applicable; programs and services developed and provided to unduplicated pupils; and programs and services developed and provided to individuals with exceptional needs.</p>	<ul style="list-style-type: none"> ● ❖ Student proficiency in ELA, as measured by Distance from Met (DFS) on the SBAC, will improve annually or maintain proficiency, overall and for all significant subgroups, using the following criteria: <ul style="list-style-type: none"> ● ➢ DFS<-90, then annual target=-70 average DFS ● ➢ DFS=-90 to -50, then annual target= increase of 20 points ● ➢ DFS=-49 to -20, then annual target= increase of 15 points ● ➢ DFS=-19 to -8, then annual target=-5 average DFS ● ➢ DFS=-7 to +7, then annual target= increase of 3 points ● ➢ DFS>+8, then annual target=+10 average DFS ● ❖ Student proficiency in Mathematics, as measured by DFS on the SBAC, will improve annually or maintain proficiency, overall and for all significant subgroups, using the following criteria: <ul style="list-style-type: none"> ○ ➢ DFS<-115, then annual target=-95 average DFS ○ ➢ DFS=-115to-70, then annual target= increase of 20 points ○ ➢ DFS=-69to-40, then annual target= increase of 15 points ○ ➢ DFS=-39to-28, then annual target=-25 average DFS ○ ➢ DFS=-27to-3, then annual target= increase of 3 points ○ ➢ DFS>-2, then annual target=+0 average DFS ● ❖ Student proficiency in Science, as measured by DFS on the California Science Test (CAST), will improve annually or maintain proficiency, overall and for all significant student groups, using DFS on Math SBAC as guidance for determining annualized goals for percent of students meeting or exceeding standard-as CAST was interrupted 2019-2020- <ul style="list-style-type: none"> ○ ➢ DFS<-115, then annual target=-95 average DFS ○ ➢ DFS=-115to-70, then annual target= increase of 20 points ○ ➢ DFS=-69to-40, then annual target= increase of 15 points ○ ➢ DFS=-39to-28, then annual target=-25 average DFS ○ ➢ DFS=-27to-3, then annual target= increase of 3 points ○ ➢ DFS>-2, then annual target=+0 average DFS ● ❖ Student proficiency in mastery of key history/social studies standards is assessed through the EL Education’s Module Lesson Assessments. The program is designed in alignment with the CCSS for English Language Arts & Literacy in History/Social Studies, as well as the California History-Social Science Content Standards. CSCE will use SBAC ELA as guidance for determining annualized goals for percent of students meeting or exceeding standards in Social Studies using the following SBAC ELA criteria:

- ➤ DFS<-90, then annual target=-70 average DFS
- ➤ DFS=-90 to -50, then annual target= increase of 20 points
- ➤ DFS=-49 to -20, then annual target= increase of 15 points
- ➤ DFS=-19 to -8, then annual target=-5 average DFS
- ➤ DFS=-7 to +7, then annual target= increase of 3 points
- ➤ DFS>+8, then annual target=+10 average DFS

- ❖ Student satisfaction (Grades 3 and above) with the academic program, as measured by responses on the CORE Panorama Student Survey
- ❖ Family satisfaction with the academic program, as measured on the CORE Panorama Survey
- ❖ Teacher satisfaction with the academic program, as measured by responses on the CORE Panorama Survey

Goal 1: Core Instruction- Actions

CSCE will engage in the following actions to support achievement of the goal, as set forth and subject to annual revision as defined in CSCE's LCAP:

- ❖ Identify, develop, and/or purchase curriculum materials to ensure alignment to the State Standards, including EL Education, Eureka Math, and the Lawrence Hall of Science's Full Options Science System ("FOSS") for hands-on learning
- ❖ Conduct an annual evaluation of curriculum to evaluate alignment to the State Standards and make adjustments as necessary
- ❖ Implement small group reading instruction integrated with online software to provide dedicated time for students within their homogenous groupings
- ❖ Develop teacher practice by providing regular, high-quality instructional coaching and feedback, site-based professional development, structured collaboration time, and cycles of inquiry to support:
 - Standards-aligned units of study in all content classes
 - Literacy rich learning units, complex text and academic discourse, and writing across the curriculum, with an emphasis on claim/evidence structure
 - Integration of Science and Social Studies with ELA and Math
 - High priority instructional practices that promote student engagement
 - Data driven instruction- Formative and summative assessment data
- ❖ Provide Induction Coaching to all teachers holding a preliminary credential as needed to keep them on course to clear their credential during the term of their licensure through the REACH program.
- ❖ Retain teachers by:
 - Building ample time into the daily and yearly schedule for planning, preparation, and collaboration
 - Creating opportunities for teacher leadership to continue career growth
 - Providing a competitive salary and benefits proposal
- ❖ Instructional leaders receive one-on-one coaching bi-weekly basis and participate in an Instructional Leader Professional Learning Community (PLC) monthly to develop and advance instructional leadership practice through REACH program and in collaboration with the Principal.
- ❖ Administer an assessment system, including formative assessments (i.e., performance tasks, classroom observations, F&P, NWEA) and summative assessments (i.e. SBAC and ELPAC) that allows students to demonstrate subject-area mastery, aligned to the State Standards
- ❖ Align and leverage data management systems to track student progress toward proficiency in relation to growth targets
- ❖ Support ongoing analysis of student work and benchmark data by teachers during professional development and one-on-one instructional coaching, to inform instruction.

- ❖ Monitor student proficiency data on an ongoing basis in the School Leadership Team, adjusting actions and distribution of resources as needed to ensure optimal growth of all students towards proficiency in the State Standards. Actions and distribution of resources specifically include coaching to elevate teacher practice.
- ❖ Engage stakeholders - staff, families, and Board - in analyzing qualitative and quantitative data to evaluate the effectiveness of actions in achieving goals, then adjusting goals, actions to achieve goals, measurable outcomes, and methods of measurement for these outcomes as needed to address gaps

Goal 2: Multi-tiered Systems of Support

Goal & Alignment	Outcomes
<p>Goal 2: Implement the rigorous Waldorf whole child approach that not only meets the basic needs of our students, but also takes into consideration their socio-emotional, academic, behavioral, and linguistic needs. - head, heart and hand.</p> <p>This work is aligned to the following State Priorities:</p> <p>State Priority #2 - Implementation of State Standards Implementation of State Standards, including how the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.</p> <p>State Priority #4 - Student Achievement Pupil Achievement as measured by all of the following: statewide assessments, the percentage of English learner pupils who make progress toward English proficiency as measured by the ELPAC; the English learner reclassification rate.</p>	<ul style="list-style-type: none"> o ❖ Student proficiency in ELA, as measured by DFS on the SBAC, will improve annually or maintain proficiency, overall and for all significant subgroups, using the following criteria: <ul style="list-style-type: none"> o ➤ DFS<-90, then annual target=-70 average DFS o ➤ DFS=-90to-50, then annual target= increase of 20 points o ➤ DFS=-49to-20, then annual target= increase of 15 points o ➤ DFS=-19to-8, then annual target=-5 average DFS o ➤ DFS=-7to+7, then annual target= increase of 3 points o ➤ DFS>+8, then annual target=+10 average DFS o ❖ Student proficiency in Mathematics, as measured by DFS on the SBAC, will improve annually or maintain proficiency, overall and for all significant subgroups, using the following criteria: <ul style="list-style-type: none"> o ➤ DFS<-115, then annual target=-95 average DFS o ➤ DFS=-115to-70, then annual target= increase of 20 points o ➤ DFS=-69to-40, then annual target= increase of 15 points o ➤ DFS=-39to-28, then annual target=-25 average DFS o ➤ DFS=-27to-3, then annual target= increase of 3 points o ➤ DFS>-2, then annual target=+0 average DFS o ❖ English Learner Progress towards English Language Proficiency or Maintaining the Highest Level, as measured by ELPI Level growth on ELPAC exam, using the following criteria in light of CSCE 2019 Baseline 63.% making progress towards English language proficiency: <ul style="list-style-type: none"> o ➤ For all English Learners – Annual Target – 65% of students or more make one ELPI Level progress annually or maintain at highest level

Goal 2: Multi-tiered System of Support

Goal & Alignment	Outcomes
<p>Goal 2: Support English Learners' access to core content and ELD standards</p>	<p>Baseline: 60% of Els receive designated ELD Year 1: 70% of Els receive designated ELD Year 2: 80 % of Els receive designated ELD</p>

Year 3: 90% of Els receive designated ELD
 Year 4: 100% of Els receive designated ELD
 Year 5: 100% of Els received designated ELD

Goal 2: Multi-tiered Systems of Support Actions

- ❖ Implement and refine a Multi-Tiered System of Support program and Coordination of Acceleration Services Team through the COST process to identify students and align supports for Tier 1, 2, and 3 academic and social-emotional interventions (including supporting students to close gaps with peers, services under 504 plans and IEPs, services for ELs, services for foster youth, and services for students from low-income families).
- ❖ Implement small group reading instruction and leverage online software to provide dedicated time for students to work within appropriate groupings
- ❖ Provide individual and group therapy by school counselors.
- ❖ Provide all English Learners with designated ELD instruction
- ❖ Provide teachers and leaders with professional development on the use of Integrated ELD practices within core subjects, with ongoing coaching and feedback to support implementation.
- ❖ Provide teachers and leaders with professional development on Waldorf supported support to a range of learners
- ❖ Support homeless students and families in the application and enrollment process, to ensure barriers do not exist for these children.

Goal 3: Community & Culture

Goal & Alignment

Outcomes

Goal 3: All students and families feel welcome at school. Students attend school in a safe, engaging and nurturing environment. Families are empowered to participate in decisions regarding implementation of curriculum, school culture, and community engagement.

This work is aligned to the following State Priorities:
State Priority #3 - Parental Involvement
 Parental involvement and family engagement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation in programs for unduplicated pupils and individuals with exceptional needs.

State Priority #5 - Student Engagement
 Pupil engagement, as measured by school attendance rates and chronic absenteeism rates
 State Priority #6. - School Climate School climate, as measured by all of the following, as applicable:
 A. Pupil suspension rates
 B. Pupil expulsion rates

- Attendance rate, as measured by PowerSchool ADA report will be 95% or higher on annually on average
- ❖ Chronic Absenteeism, as measured by CBEDS and reported on the CA Schools. Dashboard, will decrease annually overall and for each numerically significant subgroup, using the following criteria:
 - If > 25.9%, then annual target = 20%
 - If 20% to 25.9%, then annual target is a 6% reduction.
 - If 13% to 19.9% , then annual target is a 3% reduction
 - If 10% to 12.9%, then annual target is a 1.7% reduction
 - If 4.6% to 9.9%, then annual target is a 0.5% reduction
 - If < 4.6%, then annual targets are to maintain
 - ❖ Annual year-to-year return rate of students, as measured by enrollment audit, will be 80% or higher
 - ❖ Suspension rate, as measured by CBEDS and reported on the CA Schools Dashboard, will decrease annually overall and for each numerically significant subgroup, using the following criteria:

<p>C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness</p>	<ul style="list-style-type: none"> ➤ If > 9%, then annual target = 6% ➤ If 6% to 8.9%, then annual target is a 3% reduction ➤ If 4% to 5.9%, then annual target is a 1% reduction ➤ If 0.6% to 3.9%, then annual target is a 0.3% reduction ➤ If < 0.6%, then annual target = 0.5% ❖ Expulsion rate, as measured by CBEDS and reported on the CA Schools Dashboard, will be 0% ❖ Student, family and staff satisfaction with school culture, as measured by responses on the Panorama Survey
--	---

GOALS	Priority 1: Basic Conditions of Learning	Priority 2: Implementation of State Standards	Priority 3: Parental involvement	Priority 4: Pupil achievement	Priority 5: Pupil engagement	Priority 6: School climate	Priority 7: Course access	Priority 8: Other pupil outcomes
1. To increase student achievement for								
a. All students	X	X	X	X	X	X	X	X
b. Hispanic students	X	X	X	X	X	X	X	X
c. African American students	X	X	X	X	X	X	X	X
d. Socioeconomically Disadvantaged	X	X	X	X	X	X	X	X
e. Students with Disabilities	X	X	X	X	X	X	X	X
2. To 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	X	X	X	X	X	X	X	X
3. To improve conditions of learning	X	X	X	X	X	X	X	X
a) Maintain a well-qualified teacher in every classroom;								

b) strengthen our outcome-based plan and regularly monitor implementation; c) maintain all necessary instructional materials aligned to our Waldorf Common Core-aligned program; d) maintain clean facilities								
---	--	--	--	--	--	--	--	--

a) Goal 1: To increase student achievement for all students

1. **Applicable Student Groups:** All, socioeconomically disadvantaged, students with disabilities, English Learners, Hispanic/Latinx, African American
2. **Actions:**
 - a) Implement small group reading instruction to meet students’ individual needs as identified in identified reading assessments
 - b) Provide comprehensive summer program to accelerate students below SBAC mastery
 - c) Maintain accurate data
3. **Outcomes:** We will measure our outcomes on this goal in the following ways:

Baseline 2019
BASELINE 2019: % English Learners making progress 63.8% BASELINE 2018: LTELS 6.3%
CAASPP ELA 2019 All: 41.9 pts below standard Hispanic: 58.3 points below standard English Learners: 54.8 points below standard Socio economically Disadvantaged: 42.2 points below standard African American: 31.2 points below standard Students with Disabilities: 53.9 points below standard
CAASPP Math 2019 BASELINE # main lesson book essays teachers scored proficient or higher using the locally constructed peer review rubric 2019 64% # of main lesson book essays teachers scored proficient or higher using the locally constructed peer review rubric 75% or higher

b) Goal 2: To 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

1. Applicable Student Groups: All, socioeconomically disadvantaged, students with disabilities, English Learners, Hispanics/Latinx, African Americans

2. Actions:

- a. Maintain CSCE Attendance Policy
- b. With Administrative Attendance and Chronic Absence Committee that meets weekly & collaborates closely in partnership with **Attendance Works Oakland**,
 - 1. Engage Students and Parents/Guardians and staff in emphasizing power of attendance
 - 2. Recognizing Good and Improved Attendance at monthly intervals school-wide
 - 3. Monitoring Attendance Data and Practice
 - 4. Providing Personalized Early Outreach including personal calls and ‘nudge letters’
 - 5. Leverage our community partners from Food Bank to Mental Health supports to broker programmatic response to barriers in the way of students’ attendance
- c. Continue to work in partnership with Faith in Action East Bay (FIAEB, formerly known as Oakland Community Organizations) and California Charter Schools Association to build strong parent leadership and powerful volunteer culture in the school and community.
- d. Use bi-annual surveys (Pandora CORE Survey and CSCE local) in November and May to determine effectiveness.
- e. Implement and align to CSCE core Waldorf strategies and support schoolwide PBIS behavior plan and linked culturally responsive positive behavioral process and interventions to address the needs of students in danger of suspension.
- f. Measure progress through suspension rates and Pandora CORE surveys.
- g. Continue to facilitate health, food and mental health services through mental health staff Alameda Food Bank and other local partners
- h. Utilize, strengthen and continue to document Waldorf strategies.
- i. Launch and use MTSS (formerly RTI) to track student and subgroup growth.

3. Outcomes: We will measure our outcomes on this goal in the following ways:

Expected Annual Outcomes Baseline
Student attendance
% ADA
Baseline 2020

All: 91%

Chronic absence

Baseline 2020

All: 23.3%

African American: 37.3%

Hispanic: 20.2%

Socioeconomically Disadvantaged: 25.6%

Students with Disabilities: 24.5%

English Learners: 14.6%

Two or More Races: 33.3%

Asian: 7.7%

Chronic Absenteeism, as measured by CBEDS and reported on the CA Schools. Dashboard, will decrease annually overall and for each numerically significant subgroup, using the following criteria:

- If > 25.9%, then annual target = 20%
- If 20% to 25.9%, then annual target is a 6% reduction.
- If 13% to 19.9% , then annual target is a 3% reduction
- If 10% to 12.9%, then annual target is a 1.7% reduction
- If 4.6% to 9.9%, then annual target is a 0.5% reduction
- If < 4.6%, then annual targets are to maintain

Student Suspensions

% Suspended at Least Once

Baseline 2019

All: 4.7%

African Americans: 7%

English Learners 3.9%

Socioeconomically Disadvantaged: 5.4%

Students with Disabilities: 23.8%

Hispanic: 3.4%

<p>Asians: 0%</p> <p>Two or More Races: 17.4%</p> <p>or fewer students have a suspension during school year, overall and within each significant subgroup</p>
<p>Expulsion Rate Baseline 2020</p> <p>0 %</p>
<p>Parent Guardian Participation % Participation Baseline 2020</p> <p>Parent/Guardian Participation for unduplicated students 2020: 63%</p>
<p>All Parent Guardian Participation % Participation Baseline 2020</p> <p>Parent/guardian participation in making decisions regarding our school through Parents/ Guardians Families in Action, ELAC, Class Parent- Outreach, Gala and Garden committees and other</p> <p>Baseline All Parents 2020 65% &</p> <p>Baseline Parents with Students Disabilities 2020 65%</p>
<p>Parent Guardian Participation Parents of Students with Disabilities</p> <p>% Participation Baseline 2020</p> <p>Parent/Guardian of Students with Disabilities participation in making decisions regarding our school through Parents/ Guardians Families in Action, ELAC, Class Parent- Outreach, Gala and Garden committees and other</p> <p>Baseline Parents with Students Disabilities 2020 65%</p>
<p>Student Panorama School Survey ‘Climate & Culture Survey Report’ on ‘Climate of Support for Academic Learning’ from Fall 2019 99%</p>
<p>Student CORE Panorama School Survey ‘SEL Competencies Survey Report’ ‘percent favorable’ on “Growth Mindset” 67.5 % Fall 2019</p>
<p>English Learner Reclassification Baseline 10.5% 2020</p> <p>Annualized goal for EL Reclassification: meet or exceed 10.5% annually.</p>
<p>Middle School Drop Out Rates Baseline 0% 2011-2020</p> <p>Annualized goal on Middle School Drop Out Rate: maintain 0%</p>

c. Goal 3: Improve Basic Conditions of Learning

- a) Maintain a well-qualified teacher in every classroom;
- b) Strengthen our outcome-based plan and regularly monitor implementation;
- c) Maintain all necessary instructional materials aligned to our Waldorf Common Core-aligned program;
- d) Maintain clean facilities.
- e) **Applicable Student Groups:** All, socioeconomically disadvantaged, students with disabilities, English Learners, Hispanics/Latinx, African American.
- f) **Actions:**
 - i. Strengthen current recruitment channels and add strengthen recruitment pipeline with new partners CalState TEACH and Mills School of Education;
 - ii. Through new partnership with Always Ready for Learning Coaching continue to strengthen our outcomes-based systems to best support the academic needs of all students, with focus on economically disadvantaged students and English learners (see Goal 1 above), and monitor on a regular basis;
 - iii. Build out process to further strengthen provision to students for all required instructional materials, also during COVID;
 - iv. Maintain current practices to secure facilities are clean, safe and well maintained.
- g) **Outcomes:** We will measure our outcomes on this goal in the following ways:

<i>Expected Annual Outcomes</i>	<i>2021-2022</i>	<i>2022-2023</i>	<i>2023-2024</i>	<i>2024-2025</i>	<i>2025-2026</i>
Maintain 100% teachers appropriately assigned Baseline 2020: 100%	100% of teachers are qualified and hold the Commission on Teacher Credentialing certificate, permit or other document required for the teacher’s certificated assignment.	100% of teachers are qualified and hold the Commission on Teacher Credentialing certificate, permit or other document required for the teacher’s certificated assignment.	100% of teachers are qualified and hold the Commission on Teacher Credentialing certificate, permit or other document required for the teacher’s certificated assignment.	100% of teachers are qualified and hold the Commission on Teacher Credentialing certificate, permit or other document required for the teacher’s certificated assignment.	100% of teachers are qualified and hold the Commission on Teacher Credentialing certificate, permit or other document required for the teacher’s certificated assignment.
At least 80% of students receive a satisfactory or higher on end of block main lesson block assessment Baseline 2020 75%	At least 80% of students receive a satisfactory or higher on end of block main lesson block assessment	At least 80% of students receive a satisfactory or higher on end of block main lesson block assessment	At least 80% of students receive a satisfactory or higher on end of block main lesson block assessment	At least 80% of students receive a satisfactory or higher on end of block main lesson block assessment	At least 80% of students receive a satisfactory or higher on end of block main lesson block assessment

At least 90% of teacher collaboration logs are submitted complete Baseline 2020: 90%	90% or higher of teacher collaboration logs submitted complete	90% or higher of teacher collaboration logs submitted complete	90% or higher of teacher collaboration logs submitted complete	90% or higher of teacher collaboration logs submitted complete	90% or higher of teacher collaboration logs submitted complete
Custodian Checklist shows at least 95% completion of tasks on three spot checks. Baseline 2020: 98%	95% or higher completion of tasks at three spot checks a year	95% or higher completion of tasks at three spot checks a year	95% or higher completion of tasks at three spot checks a year	95% or higher completion of tasks at three spot checks a year	95% or higher completion of tasks at three spot checks a year
Access to Broad Course of Study: Provide engaging, high-quality, rigorous, standards-aligned curriculum in a broad course of study that incorporates 21st century learning opportunities, including math, science, social studies, targeted ELD and ELA; further, teachers will receive Waldorf-inspired high-quality professional development aligned to high priority instructional practices that positively impact student academic achievement and social-emotional development.	100% of students will have access to Broad Course of Study	100% of students will have access to Broad Course of Study	100% of students will have access to Broad Course of Study	100% of students will have access to Broad Course of Study	100% of students will have access to Broad Course of Study

<p>Baseline 2020</p> <p>'Not met' by CA Dashboard Report</p> <p>(Note: 'not met' due to submission error)</p>					
<p>Programs and Services for Unduplicated Pupils</p> <p>ELD Delivery (for ELs);</p> <p>FRM Delivery;</p> <p>Extended Day Services ("Afterschool");</p> <p>Extended Year Services ("Summer School")</p> <p>Tutoring provided to SED students</p> <p>Baseline 2020 100% in service provision</p>	<p>Available to 100% of Unduplicated Students</p>				
<p>Programs and Services for Students with Exceptional Needs</p> <p>As measured though Compliance with IEP timelines and ancillary requirements.</p> <p>Baseline 2020</p>	<p>Available to 100% of Students with Exceptional Needs</p>	<p>Available to 100% of Students with Exceptional Needs</p>	<p>Available to 100% of Students with Exceptional Needs</p>	<p>Available to 100% of Students with Exceptional Needs</p>	<p>Available to 100% of Students with Exceptional Needs</p>

90%% Compliance with IEP timelines and other requirements					
--	--	--	--	--	--

End of Section B.

C. ELEMENT 3: STATE PRIORITY AREA GOALS AND ACTIONS

Governing Law: The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. Education Code Section 47605(c)(5)(C).

1. General Outcomes and General Proficiency Levels

The tools listed in the exit outcome tables above in Section A (“Tables”) provide valuable assessment data that informs instruction, ongoing development of CSCE’s program, and the needs for professional development. The Tables also offer information on minimal required proficiency levels necessary to attain each standard.

The tools listed in the Tables include the NWEA and CAASPP and have been selected to allow CSCE to track progress against exit outcomes as stated in the Tables. From time-to-time, CSCE may adopt additional or replacement assessment tools where it is determined such additional or replacement tools will enhance student performance. CSCE affirms that its methods for measuring pupil outcomes for the eight state priorities, as described in this charter, shall be consistent with the way information is reported on a School Accountability Report Card as required by Education Code Section 47605(c)(5)(C).

2. Assessment Tools

Assessment tools at CSCE are multiple, valid, and reliable measures using both traditional and alternative routes. Teachers use self-created formative assessments to monitor learning on a daily and weekly basis. In addition, teachers utilize CSCE benchmark assessments (all of which are written) to learn more about the needs of their students through test item analysis, a procedure that can indicate which concept or skill requires re-teaching to correct student error. CSCE has chosen assessments that are in alignment to its mission, exit outcomes, and curriculum.

The Tables note how chosen assessment tools are appropriate for the standards and skills CSCE seeks to measure.

3. Assessments in Line with Mission

In order to remain in line with CSCE’s vision, its assessment strategies reflect CSCE’s commitment to:

- a) Promote an individualized approach to education;
- b) Assess students in both academic and non-academic areas;
- c) Provide broad in-depth assessments to assist CSCE families;
- d) Recognize students’ individual strengths and weaknesses; and
- e) Avoid labeling students.

4. Plan for Collecting, Analyzing and Reporting Performance

- a) Key Aspects of the Plan:
 1. CSCE schoolwide goals are aligned to the California Assessment of Student Performance and Progress assessment system, which among other things, measures mastery of the Common Core State Standards.
 2. CSCE standards-aligned benchmarks are defined by teachers and administrators;
 3. CSCE teachers and administrators will check predictive value of CSCE benchmarks after every benchmark report period;
 4. CSCE reports benchmark reviews at the close of each trimester to evaluate school and individual student progress towards goals;

5. CSCE articulation from grade level-to-grade level occurs at least once a year; and
6. Inter-grade cluster –TK & Kindergarten; 1st & 2nd; 3rd& 4th; 5th – 8th - meetings are scheduled throughout the year to review areas that may require more attention.

b) Key Tools

1. Springboard for Success and Student Analysis Tool

- a. Through the use of this tool, teachers and administrators regularly collect and analyze student achievement data, disaggregated by different subgroups within the school, e.g., race, ethnicity, gender, socio-economic status, etc. School staff use this data to address issues of predictability and inequitable distributions of student achievement. We refer you to Appendix 17 (Data in a Day Student Analysis Tool) for the form that is used.
- b. Through this tool, teachers and administrators engage in teacher-led inquiry connected to classroom practice and student achievement goals and discuss in faculty meetings.

2. Attendance as a Measurement

- a. Numerous studies confirm that with a decline in truancy, students' grades improve.
- b. CSCE's goal is to maintain a 95.5 % student attendance rate 2021-2022 and a 95% student attendance rate for the remainder of the charter term 2021--2026.
- c. To remediate truancy concerns CSCE, as a standard practice, will convene a parent/guardian and teacher meeting at which the teacher will work with the parent/guardian to find an appropriate plan of action to address the truancy. As the student begins to attend school regularly, the academic profile then becomes a viable tool to address academic deficiencies.
- d. CSCE's goal is to maintain a 10% or less chronic absence rate 2021-2022 and a 10% or less chronic absence rate for the remainder of the charter term 2021- 2026.

2. Parent/Guardian & Student Survey

Measuring student and parent/guardian satisfaction are critical to CSCE's success. Parent/guardian and student surveys are administered by CSCE to evaluate the quality of the CSCE experience for students and families. Student and parent/guardian satisfaction findings are used in the school's annual cycle of inquiry and ongoing data-based school improvement efforts. In our upcoming year, CSCE will continue to work with the tested CORE Panorama Staff, Student and Parent/Guardian Survey team and the Rogers Family Foundation to fine tune this year's surveys to focus on items of particular salience in the COVID-19 Distance Learning setting. CSCE is now working with both partners to focus on specific items including but not limited to 'classroom belonging' and 'engagement' for students, 'barriers to engagement' and 'family support' for parents/guardians' and 'sense of belonging' and 'professional learning about equity.'

a. Data Reports.

The data collected through the selected assessment tools will be used for parent/guardian and faculty professional development, as is detailed, in part, below.

- i. Use for Parent/Guardian Community Development. The CSCE parent/guardian community participates in annual school self-reviews, sharing results with the broader public and collaboratively setting goals for the future. Parent/Guardian conferences also occur two (2) times a year, following CSCE's benchmark assessments or more frequently, if dictated by individual circumstances. Parents/guardians, teachers, or students may request additional conferences.

- ii. Use for Professional Development. The CSCE faculty analyzes the numerical test and grade data described in the previous section. The results of this analysis are used to determine faculty needs to better support student learning outcomes. For detail on use of data for professional development linked to ELA outcomes, see [Appendix 12A](#) (Professional Development Calendar 2020-2021). See [Appendix 12B](#) (Assessment Calendar 2020-2021) for the school's current assessment calendar.

CSCE staff use the data obtained when participating in peer-to-peer meetings with partner schools in the Educate78-funded and Educate78 and National Equity Project led Literacy Learning Network where a CSCE vertical team will be meeting with district- and charter-demographically like schools monthly to engage in a Cycle of Inquiry focused on implementation of EL Learning, CSCE's ELA literacy program.

The resulting data reports and this practice of data use in CSCE and between CSCE and fellow Oakland schools – district and charter alike – has been a CSCE practice for the past four years thanks to CSCE winning a seat at the table in the convening and funding from Educate78 and co-leadership of Educate78 and the National Equity Project first in the Educate78-funded 'Ready To Grow' Study 2017-2018 study of CSCE and comparable Oakland schools and 2018-2019 in a Educate78/National Equity Project facilitated Community of Practice', and 2019-2020 in the Leaders of Color Community of Practice, which is now followed by the 2020-2021 Vertical Team Peer-Alike Literacy Learning Network again funded by Educate78 and co-facilitated by the Educate78/National Equity Project. As in the past years, so in this year, CSCE team members will be gathering classroom observation data using the TNTP Data Collection Tool [Appendix 17](#) (Data in a Day Student Analysis Tool) to offer data reports based on those inquiries.

This deep look at data to advance our practice with district and charter colleagues outside of the walls of our school to strengthen our work in service of our students is not new. It builds on our history of data-based practice. In the prior four years, as a Hewlett-funded Envision Learning Partner Bay Area Performance Assessment Network (BAPAN) of which CSCE is now a third-year member, and in ACOE's aligned Integrated Learning Specialist Program. A CSCE vertical team already was able to take Course A, Strategies and Resources for Arts Integration, during the charter's first term. These key professional engagements are for the purpose of developing skills, techniques, and programs to better support student learning outcomes.

4. Data Management Tool for Optimal Efficiency and Transparency.

- i. The Charter School's vision dashboard for financials is already in place. CSCE has adopted Power School for student attendance data to be available online for parents to access, with overall school data on its website. CSCE knows that such access and the transparency of the work of the school and its overall progress aides CSCE in meeting its obligation to monitor student progress and the education goals set for CSCE's students.
- ii. After a pause to build capacity, the Integrated Dashboard will track progress on our annual goals to tie financial and student data metrics to its learning goals and progress indicators. The aim is to track CSCE goals in one dashboard organized along three strands, for Board, staff, and parents, in multiple languages:
 - a. *Academic Performance:* Measures the academic performance of students on the ELA and Math state exams being administered over the course of CSCE's academic year and CSCE interim and Waldorf assessments;
 - b. *School Quality:* Measures overall quality of the school which includes metrics on students, teachers, and general demographics;
 - c. *Financial Metrics:* Measures financial performance which includes liquidity, cash reserves, facility planning, and student enrollment.

End of Section C.

D. ELEMENT 4: SPECIAL EDUCATION

CSCE is a local education agency (LEA) for the purpose of special education, in accordance with Education Code Section 47641(a). Acting as its own LEA for purposes of special education, CSCE specifically indemnifies ACOE, holds it harmless and shall defend it from any liability that may arise from the improper or inadequate delivery of special education services. CSCE, serving as an LEA, will abide by Education Code §§47640, 47641 and 47644 and shall be responsible for complying with all provisions of 20 U.S.C., Chapter 33 and its implementing regulations as they relate to LEAs.

1. Assurances and Goals.

- a. CSCE recognizes its responsibility to enroll and support students with disabilities who will benefit from its programs and who otherwise qualify for enrollment. All students will be given equal access to the school, regardless of disabilities, and the school will not discriminate against any student based on his or her disabilities.
- b. CSCE is fully committed to maintain the infrastructure and to provide placement opportunities and services to all present and incoming students who may need special education services.
- c. CSCE shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, §504 of the Rehabilitation Act ("Section 504"), the Americans with Disabilities Act (ADA) and the Individuals with Disabilities Education Act (IDEA).
- d. CSCE's goal is to provide the necessary accommodations and modifications within its school setting when possible and appropriate, and to work with other networks of specialists, schools serving learning disabled students, and community advocacy groups such as Council for Advancement and Support of Education (CASE) and Protection and Advocacy Inc. (PAI) to serve students with learning disabilities and their families when needed. CSCE will explore the option of working with other local charters to pool resources.
- e. For CSCE students with mild/moderate and or moderate/severe learning disabilities, CSCE will utilize strategies that support their ability to process information, build social relationships, and organize effectively for learning. CSCE will draw on strategies advocated by leading learning disabilities researchers and educators such as Dr. Mel Levine, author of *All Kinds of Minds*, and tested in Waldorf educational settings.
- f. Accommodations are alterations in the way tasks are presented that allow students with learning disabilities to complete the same assignments as other students. This is in keeping with the spirit of Waldorf education. The Waldorf approach makes accommodations easier than might be possible in a traditional classroom because of its highly differentiated and holistic approach to meeting the needs of each of the students (see Oberman 2007 & 2008). CSCE will make it possible for students with special needs to meet grade level standards, scaffolded and modified if needed, as set forth in individual plans. Students will demonstrate what they know through formal and informal testing, portfolios, oral presentations, and projects without being impeded by their disability.

2. Evidence of LEA status in the El Dorado County Office of Education Charter SELPA.

- a. CSCE is an LEA with the El Dorado County Charter SELPA and as such, attends meetings, maintains communication, and abides by the guidelines of the SELPA. See [Appendix 16](#) (CSCE El Dorado SELPA Participation Agreement) for details.
- b. CSCE will continue to comply with all the applicable rules, regulations, policies and procedures pertaining to the El Dorado County Charter SELPA.

3. Pre-Referral and Referral Process

- a. To ensure that all students are learning and progressing toward mastery of the California Common Core State Standards (CCSS), CSCE works with low-achieving, and pre-identified special needs students in a fashion modeled after the RTI framework as referenced in the prior section.
- b. A student may be referred to the Student Success Team [SST] for:
 - Lack of academic progress
 - Behavioral/emotional concerns
 - Attendance/truancy issues
 - Consideration for retention
 - Social adjustment
 - Consideration for special education disabilities
 - Other unresolved parent/guardian concerns
- c. For students who are identified as needing interventions, an SST composed of the student, the student's parent/guardian, the Director or the Director's designee, and a CSCE faculty member will be assembled and responsible for: (i) identifying the student's needs and (ii) developing a plan (with specific timeline for implementation) to enable the student to be successful, including, but not limited to:
 - i. The appropriate individual intervention schedule;
 - ii. Classroom accommodation or modifications; and
 - iii. Strategies and techniques to enhance that student's ability to be successful.
- d. If the SST finds that the pre-intervention plan is not sufficient to meet the student's needs, they will recommend the student for a formal assessment and classroom observation. The SST may also choose to refer a student for services through the provisions of a Section 504 Plan, if appropriate.
- e. At any tier of intervention, a student may be referred for Special Education testing. Once a student has been referred for Special Education assessment, the process is no longer a general education function and becomes driven by the protocol set forth by IDEA. If a student is deemed eligible for special education, the services provided, and the plan created shall be designed to provide the student with a free and appropriate public education (FAPE) in the least restrictive environment possible.
- f. Parents/Guardians will be informed that special education and related services are provided at no cost to them.
- g. Appropriate auxiliary aids and services will be made available whenever necessary to ensure equally effective communication with the parents with hearing, vision or speech disability or translation need.

4. §504 of the Rehabilitation Act Compliance.

- a. CSCE recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, (i) be excluded from participation, (ii) be denied the benefits of, or (iii) otherwise be subjected to discrimination under any CSCE program. A student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for protections under Section 504.
- b. A 504 team will be assembled by the Director and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the

student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for Section 504 services is appropriate. If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504.

- c. The student evaluation shall be carried out by the 504 team who will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities.
- d. The 504 team may also consider the following information in its evaluation:
 - i. Results from tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel;
 - ii. Results from tests and other evaluation materials that assess specific areas of educational need, and not merely those which are designed to provide a single general intelligent quotient;
 - iii. Results from tests that are selected and administered to ensure that they accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills; and
 - iv. The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent/guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for assessment under the IDEA will be made by the 504 team.
- e. If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives FAPE. In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by CSCE's professional staff.
- f. The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary. All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The Director will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute.
- g. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the plan, needed modifications to the plan, and continued eligibility.

5. Services for Students Under IDEA.

- a. CSCE provides special education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the SELPA. CSCE will follow SELPA policies and procedures and shall utilize SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and maintaining the confidentiality of student records.
- b. A child with disabilities attending CSCE receives special education instruction and designated instruction and services, in accordance with the IEP in the same manner as a child with disabilities who attends any other public school within Alameda County.
- c. CSCE acknowledges the importance of cooperating with ACOE policy in providing special education services to CSCE's students. CSCE agrees to promptly respond to all ACOE inquiries, to comply with reasonable ACOE directives, and to allow ACOE access to CSCE students, staff, facilities, equipment, and records as required to fulfill all County obligations under the memorandum of understanding to be entered into between ACOE, County Board, and CSCE.
- d. CSCE takes full responsibility for the provision of services (including but not limited to referral, identification, assessment, case management, IEP development, modification, and implementation) and shall work with the SELPA to ensure compliance with IDEA. Designated Instruction Services include:
 - i. Specialized Academic Instruction by an Educational Specialist
 - ii. Speech and language therapy provided by a speech pathologist for children with communication needs
 - iii. Occupational therapy for a child with gross motor, fine motor, or self-care needs
 - iv. Mental health services provided by a mental health professional (a Clinical Mental Health Therapist)
 - v. Extended school year or summer school
 - vi. Program aide or paraprofessional for a child who needs personal assistance
 - vii. Individual Behavior Training, for example, applied behavior analysis
 - viii. Transportation to and from school
 - ix. Other services could be added as determined by upon by the IEP teams.

6. Staffing and Professional Development.

- a. All special education services at CSCE will be delivered by individuals or agencies qualified to provide special education services as required by California's Education Code and the IDEA.
- b. **CSCE Special Education Staff:**
 - Student Support Services Coordinator
 - Educational Specialist Teachers
 - Psychologist (Psycho-educational evaluation and ERMHS)
 - ERMHS Clinician
 - Occupational Therapist (contract)
 - Speech Language Pathologist (contract)
 - Instructional & Behavioral Aides

- c. The Student Support Services Coordinator, along with the Principal or the Principal's designee, will be the primary representatives tasked with assuring that all aspects of the IEP process are properly implemented. All teaching staff at the CSCE are also involved in assuring that all IEPs and 504 Plans are properly implemented.
- d. Now entering Year 10, CSCE has employed a Special Education Manager who will have the following duties:
 - i. Ensures compliance with state and federal law and that each student eligible under the IDEA is provided FAPE in the Least Restrictive Environment (LRE).
 - ii. Provides direction, coaching and support for education specialists, speech and language pathologists, clinicians, paraeducators, and other service providers
 - iii. Creates LEA procedures and resources
 - iv. Collaborates with service providers to coordinate special education services
 - v. Ensures appropriate testing accommodations for all statewide testing, assessments related to IEPs, and teacher-made assessments
 - vi. Ensures parent engagement and understanding throughout the IEP process
- e. In addition to the above special education staff, CSCE will hire or contact additional service providers as needed to serve all students.
- f. Formal ongoing professional development for general and special education teachers, support staff, and administrators will occur in conjunction with SELPA's guidance, the purpose of which is to build ease and familiarity with changing laws and methods allowing students with disabilities full access to grade level standards whenever possible.

7. Notification and Coordination.

- a. CSCE shall promptly notify the SELPA of all requests it receives for assessment, services, complaints, IEP meetings, reimbursement, compensatory education, mediation, and/or due process verbally or in writing.
- b. CSCE shall follow ACOE policies as they apply to all County schools for notifying County personnel regarding the discipline of special education students to ensure County pre-approval prior to imposing a suspension or expulsion.
- c. CSCE shall assist in the coordination of any communications and immediately act according SELPA policies relating to disciplining special education students.

8. Identification and Referral.

- a. CSCE shall have the responsibility to work cooperatively in identifying and referring students who have or may have exceptional needs that qualify them to receive special education services.
- b. CSCE will implement SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A student shall be referred by CSCE for special education only after the resources of the regular education program have been considered, and where appropriate, utilized.
- c. The referral process is a formal, ongoing review of information related to students who show potential signs of special needs and who may benefit from special education and related services. CSCE's internal method for referral for assessment will be the SST.

- d. The parent/guardian of any student identified as needing or qualifying for special education services may also make an evaluation referral. Any such referrals will be responded to in writing by CSCE within mandated time frame.
- e. If CSCE, in collaboration with the SELPA, concludes that an assessment is appropriate, the parent/guardian will receive a written plan (“**Assessment Plan**”).
- f. The parent/guardian will be given at least fifteen (15) days to provide written consent to the Assessment Plan. Assessments will be done only upon receipt of written parent/guardian permission.
- g. The assessment will be completed and an IEP meeting held within sixty (60) days of receipt of the parent's/guardian's written consent for assessment.
- h. It is CSCE's understanding that the SELPA shall provide CSCE with any assistance that it generally provides its schools in the identification and referral processes.

9. Assessments.

- a. The Principal or the Principal's designee is responsible for coordinating the collection of all pertinent information and sharing such information with the SELPA. Information gathered will be used as tools to determine the student's disability, eligibility for services, and determining the nature and extent of required services.
- b. Assessment procedures are conducted in the student's primary language, and an interpreter is provided if needed. The types of assessments that may be used for determining eligibility for specialized instruction and services will include, but are not limited to:
 - i. Individual testing;
 - ii. Teacher observations;
 - iii. Interviews;
 - iv. Review of school records, reports, and work samples; and
 - v. Parent/Guardian input.
- c. Unless conflicting with SELPA policies and procedures, CSCE follows the following assessment guidelines. If a conflict with SELPA policies and procedures exists, then SELPA policies and procedures will govern.
- d. The student must be evaluated in all areas related to his/her suspected disability;
- e. Assessments must be conducted by a person with knowledge of the student's suspected disability and administered by trained and knowledgeable personnel and in accordance with any assessment instructions provided. Individually administered tests of intellectual or emotional functioning must be administered by a credentialed school psychologist;
- f. Assessments must be selected and administered so as not to be racially, culturally, or sexually discriminatory;
- g. Assessment tools must be used for purposes for which the assessments or measures are valid and reliable;
- h. Assessments will be adapted as necessary for students with impaired sensory, physical or speaking skills; and
- i. Upon completion of the assessment, an IEP team will be assembled to review the results of the assessment and determine the student's need for special education.

10. IEP Meetings.

- a. CSCE is responsible for scheduling, coordinating and facilitating the IEP meeting. Educators qualified to interpret test results will present the assessment data at the IEP meeting.
- b. Parents/guardians will be provided with written notice of the IEP meeting, and the meeting will be held at a mutually agreeable time and place.
- c. IEP meetings are held according to the following schedule:
- d. Yearly to review the student's progress and make any necessary changes;
- e. Every three (3) years to review the results of a mandatory comprehensive reevaluation of the student's progress;
- f. After the student has received a formal assessment or reassessment;
- g. When a parent/guardian or teacher feels that the student has demonstrated significant educational growth or a lack of anticipated progress (consistent with state and federal law, IEP meetings will be held within thirty (30) days of a parent's/guardian's request); and
- h. When CSCE seeks to suspend or remove the student for a period of ten (10) days or more for the same behavior, in order to determine if the student's misconduct was a manifestation of his/her disability.

11. IEP Development.

- a. Every student who is assessed by CSCE will have an IEP that documents assessment results and eligibility determination for special education services.
- b. CSCE will ensure that all aspects of the IEP and school site implementation are maintained.
- c. CSCE will provide modifications and accommodations (outlined within each individual's IEP) in the general education environment taught by the general education teacher.
- d. Students at CSCE who have IEPs will be served in the least restrictive environment (LRE).
- e. Each student who has an IEP will have an IEP team that oversees the IEP development, implementation and progress of the student. All decisions concerning the special education programs and services to be provided to a student with a disability are to be made by the IEP team. The IEP team must include all of the following members:
 - i. The parent/guardian of the student for whom the IEP was developed;
 - ii. The student, if appropriate;
 - iii. The Principal;
 - iv. The Special Education Teacher;
 - v. A general education teacher who is familiar with the curriculum appropriate to that student, if the student is, or may be, participating in the general education environment; and
 - vi. If the child was recently assessed, the individual who conducted the assessment or who is qualified to interpret the assessment results.
 - vii. Others familiar with the student may be invited as needed. CSCE views the parent/guardian as a key stakeholder in these meetings and will make every effort to accommodate parents' schedules and needs so that they will be able to participate effectively on the IEP team.
 - viii. CSCE will provide an interpreter if necessary, to ensure that all parents and/or guardians understand and can participate in the IEP process. If a parent/guardian cannot attend the

IEP meeting, CSCE will ensure his/her participation using other methods, such as conferencing by telephone or meeting at the parent's/guardian's home.

12. IEP Implementation and Review.

- a. A copy of the IEP will be given to the parent/guardian in accordance with state laws and SELPA policies.
- b. Upon the parent/guardian's written consent, the IEP will be implemented by the CSCE in cooperation with the SELPA.
- c. The student's IEP will include the following:
- d. A statement of the student's present levels of academic achievement and functional performance;
- e. The rationale for placement decisions;
- f. The services the student will receive and the means for delivering those services;
- g. A description of when services will begin, how often the student will receive them, who will provide them, and where they will be delivered;
- h. Measurable annual goals and short-term objectives focusing on the student's current level of performance;
- i. A description of how the student's progress toward meeting the annual goals will be measured and monitored and when reports will be provided; and
- j. Accommodations necessary to measure the academic achievement and functional performance of the student on state and district assessments.
- k. The IEP team will formally review the student's IEP at least once a year to determine how the IEP is meeting his/her needs. In accordance with IDEA regulations, the IEP team will also conduct a formal review of the IEP once every three (3) years, in which the student is reassessed and the IEP is reviewed as part of an overall comprehensive reevaluation of the student's progress.
- l. If a parent/guardian or faculty member feels the student's educational needs are not being met, they may request a reassessment or a review of the IEP by the IEP team at any time during the year via written notice to CSCE. Once the request is received, CSCE will have thirty (30) days, not including school vacations greater than five (5) days, to hold the IEP meeting.
- m. Unless otherwise specified on the student's IEP, parents will be informed four (4) times a year (which is the same frequency as progress is reported to all students and parents) of the student's progress toward meeting annual goals and whether the student is expected to meet his/her annual goals.
- n. The Goals and Objectives section of the IEP will be an attachment to the general progress report. This will serve to document the method by which the student's progress toward achieving the annual goal is measured, the student's progress during the relevant period, the extent to which it is anticipated the student will achieve the annual goal prior to the next annual review, and where needed, the reasons the student did not meet the goal.

13. Initial and Interim Placements of New CSCE Students.

- a. If a student enrolls at CSCE with an existing IEP, CSCE will follow protocol outlined by the SELPA and timelines consistent with current law.
- b. An IEP meeting will be convened within thirty (30) days to review the existing IEP, discuss the student's present levels of performance and needs, and offer an appropriate placement and services. Prior to such meeting and pending agreement on a new IEP, CSCE shall work with the SELPA to implement the existing IEP at CSCE or as otherwise agreed by the parent/guardian.

14. Non-Public Placements/Non-Public Agencies.

- a. CSCE shall consult with the SELPA in determining the need for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students.
- b. CSCE shall immediately notify the SELPA of all parental requests for services from non-public schools or agencies, unilateral placements, and/or requests for reimbursement and seek their guidance.

15. Non-discrimination.

- a. It is understood and agreed that all students will have access to CSCE and no student shall be denied admission nor counseled out of CSCE due to the nature, extent, or severity of his/her disability or due to the student's request for, or actual need for, special education services.

16. Parent/Guardian Concerns and Complaints.

- a. Parents or guardians of students with IEPs at CSCE must give written consent for the evaluation and placement of their child, be included in the decision-making process when change in placement is under consideration, and be invited, along with teachers, to conferences and meetings to develop their child's IEP.
- b. Any concerns or disagreements raised by parents will be acknowledged by CSCE within five (5) days, after which a meeting between the parent/guardian and CSCE will be scheduled to seek resolution of the disagreement. If a disagreement or concern persists, parents or guardians have the right to initiate a due process hearing to challenge a decision regarding the identification, evaluation, or educational placement of their child.
- c. CSCE will provide the parent/guardian with a written notice of procedural safeguards in the form used by the SELPA ("**Notice of Procedural Safeguards**") which include information on the procedure to initiate both formal and informal dispute resolutions, at least once per year.

17. Due Process Hearings.

- a. In the event that a parent/guardian files a request for a due process hearing or request for mediation, CSCE will be operating as its own LEA for special education and will thus have responsibility for and discretion over resolution of all legal matters that arise with regarding to special education services at CSCE.
- b. The County may initiate a due process hearing or request for mediation with respect to a student enrolled in CSCE if the County determines such action is legally necessary or advisable. CSCE agrees to cooperate fully with the County in such a proceeding.

18. Funding.

- a. The allocation of funding from the SELPA to CSCE will be as set forth in the SELPA Allocation Plan.

End of Section D.

E. ELEMENT 5: GOVERNANCE STRUCTURE

Governing Law: The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement. Education Code Section 47605(c)(5)(D).

1. Corporate Structure.

a) **Corporate Status.** The Community School for Creative Education is a non-profit, 501(c)(3) public benefit corporation with Employer Identification Number EIN 26-3964588. We refer you to [Appendix 6](#) (Articles of Incorporation Bylaws and Board Governance) for Board detail. CSCE operates autonomously from the County, with the exception of the supervisory oversight as required by statute. Pursuant to Education Code Section 47604(d), the County shall not be liable for the debts and obligations of CSCE, operated by a California non-profit public benefit corporation, or for claims arising from the performance of acts, errors, or omissions by CSCE, as long as the County has complied with all oversight responsibilities required by law.

b) **Meetings.** The Board generally meets once monthly consistent with the bylaws as needed and in accordance with the Brown Act and Education Code Section 47604.1(c).

c) Responsibilities.

The Board, subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, has the authority and is responsible for oversight and management of CSCE (including compliance with the Charter). The primary method for executing its responsibilities is the adoption of policies that offer guidance and interpretation of the Charter and procedures to assist the staff in facilitating the implementation of such policies.

The Board may initiate and carry on any program or activity or may otherwise act in any manner which is not in conflict with, inconsistent with, or preempted by any applicable law and which is not in conflict with the purposes for which CSCE is established.

The Board may execute any powers delegated to it by law and shall discharge any duty imposed upon it by law. The Board, in the ordinary course of operating CSCE, may, using its business judgment, delegate to qualified employees and entities certain of its responsibilities. The Board, however, will retain responsibility for establishing processes and procedures for monitoring the performance of any such employees or entities.

The Board responsibilities and general powers include, among other things:

1. Appointing and removing all corporate officers, agents and the Executive Director, and fixing the Executive Director's compensation;
2. Borrowing money and incurring indebtedness;
3. Creation of committees;
4. Approval and monitoring of the annual budget;
5. Financial audit and oversight;
6. Approval of annual fiscal and performance audits; and
7. Attendance at Board committee meetings.

We refer you to [Appendix 6](#) (Articles of Incorporation Bylaws and Board Governance) for more detail regarding Board responsibilities.

2020-2021 Board of Directors

The Board of directors consists of a minimum of five (5) and a maximum of eleven (11) directors. In the 2020-21 school year, the following individuals serve on the Board of Directors:

BOARD OFFICERS

- **Dr. Anastasia Prentiss, Board Chair**

Dr. Anastasia Prentiss is Professor of Curriculum Studies at Holy Names University in Oakland California. She is also parent of a CSCE 3rd Grader. Anastasia has held a distinguished career in research and teaching in the areas of communications, cultural diversity and equity. A longtime resident of Oakland, she is deeply committed to CSCE's vision and work. Anastasia is proud to be a school parent. Anastasia chairs the Executive Committee.

- **Sarah Tiffany Richardson Baker, Board Vice-Chair**

Ms. Sarah Tiffany Richardson-Baker is a Community School Parent of a 6th grader and Deputy Director of the Office of the CEO, Community Engagement, Felton Institute in Oakland. Prior to her current role, she served as the Deputy Executive Director of Oakland Native's Give Back. Sarah has been working for almost 20 years in marketing/communications, strategic consultant to political candidates, and the past 5 years has run a successful, small business in Downtown Oakland. Sarah brings to the board rich experience in social media marketing/communications community activism and outreach, fundraising, maintaining budgets and staff management. Sarah chairs the Development Committee.

- **Chris Dailey, Treasurer**

Mr. Chris Dailey is Director of Business Operations for NoRedlink, and served as VP of Sales in ValiMail, San Francisco prior to his current position. He graduated cum laude with academic achievement awards in Rhetoric and Advanced Trial Practice and received the Pro Bono Achievement Award from the Thomas Jefferson School of Law. Licensed to practice law in CA, NY and DC, Chris served on the CSCE Design Team 2007-2010, was a founding board member in 2009, and returned to the board after a few years on Wall Street in New York City. Chris chairs the Finance Committee.

BOARD MEMBERS

- **Ms. Martha Cordova** has been a CSCE parent for 6 years, is a graduate of the Mills Waldorf Professional Development Certificate Program and an avid learner. Ms. Cordova is self-employed and currently going to school, which is an inspiration to her son and all surrounding.

- **Ms. Betty Ly** is a former CSCE parent and has been a board member for the past six years. Ms. Betty is a Family Advocate at Oakland Head Start's Frank G. Mar and Franklin Head Starts. Previously, Betty worked with many community-based organizations and developed strong networking, outreach and leadership skills through these experiences. Other responsibilities include being a San Antonio County Food Bank volunteer coordinator. Ms. Betty brings a diverse range of abilities from her Cantonese/English bilingual background to her extensive expertise in serving low income families in the City of Oakland. Her focus has always been on making CSCE stronger in its parent involvement and more prominent within the community. Ms. Betty has been part of CSCE's Emergency Pedagogy trainings from inception. She is member of the first graduate cohort of CSCE's Mills Waldorf Professional Waldorf Certificate Program. She served as a volunteer in the country's first Emergency Intervention in December 2018 in Chico regarding the CampFire.

- **Ms. Velia Navarro** is founding parent of CSCE, who began work with Dr. Oberman in 2008. At the time Ms. Navarro was an FIAEB Leader in a Leadership Training Class with FIAEB Organizer Emma Paulino. Now, 11 years on, she is the mother of a CSCE graduate, Justin Navarro, and has over the past 8 years served as Family Liaison at ARISE High School, an Oakland High School and key CSCE partner school and feeder school.

- **Mr. Patrick Walsh** brings with him a career dedicated to education. Patrick recently launched a consulting practice, *Solutions in Education*, that supports charter schools and authorizers across the country. Prior to this, Patrick led advocacy and policy initiatives across the San Francisco Bay Area as the Managing Regional Director, Bay Area at the California Charter Schools Association. Patrick also has critical experience as a charter authorizer, having served as the Executive Director, Statewide Monitoring for the Louisiana Department of Education where he led oversight of state-authorized charter schools in addition to federal programs and special education for all districts and charters statewide. Patrick began his career in education

as a special education teacher in New Orleans. Patrick will soon be receiving his doctorate in Educational Leadership from the University of Florida, holds a master’s degree in Organizational Leadership from Teachers College, Columbia University, and has a BA in political science from the University of Florida.

Process of Electing Directors

CSCE continues to grow a diverse Board, reflective of the community it serves and equipped with relevant experience. New directors are nominated by sitting directors, screened by the executive committee, vetted through in person or zoom interview process, and elected by majority vote of the Board.

Board Committees

<i>Committee</i>	<i>Responsibilities</i>
Academic Excellence	Monitors and evaluates the education program and advises the Executive Director on implementation of CSCE’s educational program
Finance	Monitors CSCE’s financial health and advises the Executive Director on the long-term financial planning for CSCE
Development	Raises philanthropic donations to support the school’s programs and long-term goals
Executive	Recruits nominates, trains and evaluates Board members and monitors the functioning of the entire Board as a governing entity.

We refer you to [Appendix 6](#) (Articles of Incorporation Bylaws and Board Governance) for the specific description of the normal and customary responsibilities of the offices of Chair, Vice-Chair, Secretary and Treasurer.

2. **CSCE Board Members.** For the current Roster of Board members, we refer you to [Appendix 6](#) (Articles of Incorporation Bylaws and Board Governance). CSCE’s Board includes at least one Parent/Guardian member. The parent is appointed by the Board.

3. **Alameda County Board of Education Representation.** In accordance with Education Code §47604 (c), the Alameda County Board of Education (the “**County Board**”) is granted the right to a representative on CSCE’s Board. If the County Board chooses to do so, CSCE may appoint another Board member to ensure that the Board is maintained with an odd number of Board members.

4. **Brown Act and Conflict of Interest Rules.** CSCE shall comply with the Brown Act and all applicable conflicts of interest laws. The Board shall comply with a conflicts of interest code in accordance with the Political Reform Act (Government Code §87100) and Government Code Section 1090, et seq., as set forth in Education Code Section 47604.1. We refer you to [Appendix 8](#) (Conflict of Interest Code) and [Appendix 9B](#) (General Complaint Policy).

5. **CSCE Development and Leadership Team.**
 - a. **Executive Director.** CSCE has an Executive Director responsible for general oversight, fund development, community development and strategic planning.
 - b. **Principal.** CSCE has a Principal who operates the school on a daily basis. The Principal is the school’s instructional leader.

- c. **Dean of School Culture.** CSCE has a Dean of School Culture. The school has adapted PBIS and a key component of the Dean of School Culture’s work is to help strengthen a culture in the school building on the PBIS practices.
- d. **Deputy Director.** The Deputy Director handles back-office and business-related matters including Human Resources, Food Services and Technology.
- e. **Instructional Leadership Team and Operations Leadership Team.** The Instructional Leadership Team reflects on data to provide continuous improvement on instructional systems and processes and attends to the professional development needs of the school. The Operations Team focuses on the cultural life of the school including after school field trips and festivals.

6. Parent/Guardian Role in Operation of CSCE.

CSCE strongly encourages parents/guardians to participate in the educational process and educational results of the school. CSCE also strongly encourages parents/guardians to be active partners by providing feedback to CSCE policies. To this end, CSCE:

- a. Offers leadership development opportunities through its FIAEB and CSCE parent organizers.
- b. Offers within school leadership development and action opportunities through four standing committees: School Site Council, Parents/Guardians and Families In Action, Outreach and Fundraising Teams.
- c. Offers outside of school in community leadership development and action opportunities in partnership with FIAEB and Eat Bay Asian Youth Center (“EBAYC”). Leadership and action opportunities include monthly Neighborhood Safety Walks cosponsored by CSCE, EBACY and FIAEB, get out the vote and voter registration drives sponsored in collaboration with FIAEB.
- d. Offers twice-a-year Parent/Guardian CORE Panorama Survey, along with contemporaneous student and staff surveys.
- e. As noted above, the whole parent / guardian community participates in annual school self-reviews.

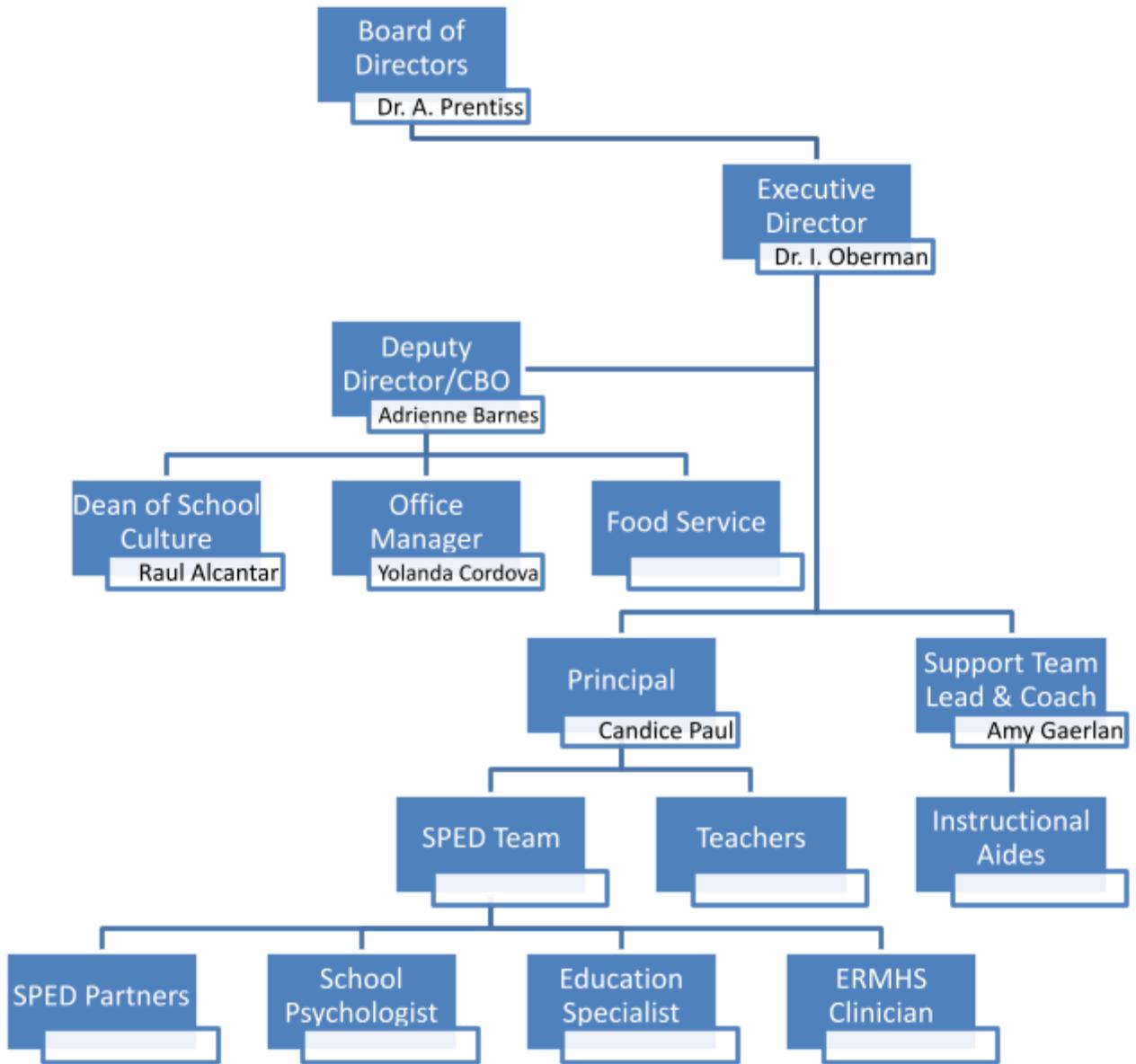
We refer you to [Appendix 25](#) (Sample Newsletters) for detail.

7. Student Council

In light of CSCE’s mission to prepare leaders, CSCE in 2019-2020 launched its Upper Grades Student Council. The Student Council is coached by the Dean of School Culture and is overseen by the Principal.

8. Charter School Leadership

The key personnel at CSCE for 2020-2021 school year are depicted as follows:



End of Section E.

F. ELEMENT 6: EMPLOYEE QUALIFICATIONS

Governing Law: The qualifications to be met by individuals to be employed by the charter school. Education Code Section 47605(c)(5)(E).

CSCE is committed to recruiting, developing, and rewarding the optimally best professionals to serve our students and our community.

Qualifications of School Employees

All prospective employees are required to have legal authorization to work in the United States, and also successfully complete the DOJ fingerprinting background check, tuberculosis risk assessment and examination (if necessary), and reference checks to ensure the health and safety of CSCE's students, staff and faculty. All faculty and staff will undergo a criminal background check including a child abuse registry check with fingerprinting conducted by the Department of Justice and the FBI. The applicants are required to provide a full disclosure statement regarding prior criminal records. All staff are required to produce documents for U.S. employment authorization and tuberculosis test. Further prospective employees are carefully vetted to ensure they have the qualifications for employment as detailed in their job descriptions. All employees are at will.

CSCE's leadership structure may change over time as the needs of the school change. At all times, key staff members will collectively hold the qualifications to ensure the academic and whole child success of the students and the financial health of the school.

Executive Director Qualifications

Reporting to the Board of Directors, the Executive Director has overall strategic and operational responsibility of CSCE. This position is responsible to communicate CSCE's vision of CSCE's intercultural community-based standards-aligned equity-focused Waldorf program to external and internal stake holders and build enduring relationships with those interested in supporting the mission as thought partners, educational colleagues, community allies or financial donors. Qualifications include:

- A sound educational philosophy, background and vision grounded in Waldorf education and service to children from poverty and English Learners;
- A strategic vision for implementing and scaling CSCE's intercultural urban public Waldorf model in service of equity;
- A demonstrated capacity to leverage leadership in CSCE;
- A demonstrated capacity to advance the research, policy and practice interface to strengthen, scale and make visible the CSCE Waldorf Model; prospect, secure, build and sustain strategic partners at the local; regional, national, and global levels;
- An expressed willingness and a plan to be accessible to donors and community partners;
- Results-oriented, using data to make decisions;
- Ability to work effectively with diverse groups;
- Master's degree or PhD in relevant area preferred, with at least 10 years senior management experience.

Deputy Director Qualifications

The Deputy Director leads and is responsible for the fiscal and operations functions of CSCE under the Business Office to offer fiscal stability and sustainability to CSCE's intercultural community-based standards-aligned equity-focused Waldorf program. The Deputy Director works with the Executive Director, Principal, Board of Directors, Finance Committee, and key leadership to align business office practices with local, state, and federal requirements in order to meet programmatic, strategic, and financial goals. The Deputy Director reports directly to the Executive Director, and is responsible for the Accounting, Finance, Human Resources, and Operations functions of CSCE.

The individual should have the following knowledge, skills and abilities:

- A demonstrated skill and knowledge in maintaining fiscal, operations and human resource best practices;
- A deep understanding and experience in drafting contracts and processing new hires;
- In-depth experience building and running proper fiscal and accounting systems to meet compliance regulations, including internal controls;
- 5+ years' experience in building and providing oversight for all budgets, internal financial plans and processes and fiscal forecasting;
- Bachelor's degree in Business or related field from a four year college or university;
- Master's degree in related field preferred;
- Charter School business management preferred

Principal Qualifications

The Principal leads the implementation of CSCE's intercultural community-based standards-aligned equity-focused Waldorf program; finds, retains and develops high quality faculty and staff; and supports all members of the multilingual multi-cultural CSCE community

The Principal has the following knowledge, skills and abilities:

- A tested record as instructional leader in an equity-focused highly diverse Elementary/Middle School setting;
- Knowledge and skill in developing curriculum aligned to CSCE's Waldorf Common-Core aligned equity-focused instructional program;
- A passionate advocate for students and their families;
- A seasoned professional and experienced manager who knows how to recruit, coach, and develop teachers and staff at every level;
- Experience in running a fully compliant SPED department;
- Results-oriented, using data to make decisions;
- 5 years+ experience as education leader
- Bachelor's degree required; CA administrative credential preferred.

Support and Team Lead

The Support and Team Lead leads CSCE's Multi Response to Intervention (M-RTI) System and English Language Developing Support to ensure that struggling learners receive serves at increasing levels of intensity through a seamless system of instructing and intervention guided by student outcome data; and that English learners acquire full proficiency in English as rapidly and effectively as possible and attain parity with native speakers in English; and serves as manager of the Instructional and Behavioral Aides.

The individual should have the following knowledge skills and abilities:

- A deep knowledge and experience in a wide range of practices to accelerate student learning with focus on reading;
- Knowledge and skill in developing intervention systems in CSCE's Waldorf Common-Core aligned equity focused instructional program;
- Excellent relationship-building, management, and community building skills;
- In-depth experience managing, coaching and developing staff;
- Results-oriented, using data to make decisions;

- A deep understanding and experience with Common Core State Standards and methods to support English Learners towards English language proficiency in an integrated setting.
- Bachelor's degree; master's degree in related area preferred.

Dean of School Culture Qualifications

The Dean of School Culture supports the Deputy Director, Principal and teachers to meet the school's goals in building a multi-lingual, multi-cultural, equity-focused culture in the context of CSCE's community-based standards-aligned Waldorf program. The individual should have the following knowledge skills and abilities:

- Excellent operational, planning and implementation skills;
- Superb interpersonal and communication skills; ability to work collaborative with a diverse group of families, students and colleagues;
- Flexibility and adaptivity to change; ability to work in a dynamic, creative learning environment;
- Knowledge and skills in implementation of Positive Behavior Intervention Support (PBIS);
- Experience facilitating CSCE Home Visit Program with California Parent/Guardian Teacher Home Visit Program;
- Experience working with diverse student populations including English learners; special education and accelerated students;
- Demonstrated commitment in ensuring that every child, regardless of background or circumstance, receives an excellent education;
- Experience with culturally responsive curriculum and a positive discipline approach.
- Bilingual preferred.
- Bachelor's degree, master's degree preferred.

Student Support Services Coordinator Qualifications

The Student Support Services Coordinator is leader of the CSCE SPED Team, 504s and COST. They support the SPED team and general education teachers in optimal alignment and data based support in the context of CSCE's intercultural community-based standards-aligned equity-focused Waldorf program, the individual should have the following skills and abilities:

- Experience mentoring a school's LEA for Special Education compliance;
- Experience and knowledge holding IEP trainings for Hold appropriate certifications;
- Experience in providing recommendations to improve curriculum planning, individual lessons and teaching methods to serve students identified special needs;
- High sense of commitment;
- Ability to work as part of a team;
- 3+ years collaborative experience with general education and special education programs;
- Possession of a valid California Specialist Instruction Credential in Special Education or an Education Specialists Credential
- MA or equivalent from an accredited university.

Teacher Qualifications

- Appropriate California Credential (or transferable out of state equivalency)

- Waldorf trained or willing to receive Waldorf training
- Three years' experience teaching in relevant grade(s) or subject preferred
- Experience with Google apps and other educational technology
- Understanding of the Common Core State Standards
- Superb interpersonal skills; ability to work collaboratively with a diverse group of students, colleagues and families
- Flexibility and adaptability to change; ability to work in a dynamic, creative and start-up learning environment
- Driven adult learner dedicated to his or her own professional growth, including learning new and innovative teaching practices
- Maturity, humility, strong work ethic, sense of humor, and a solutions-oriented attitude
- Bachelor's degree; master's degree in education or relevant area preferred

Compliance with the law

- CSCE meets all requirements for employment set forth in the provisions of applicable law.
- CSCE will comply with the law set forth in applicable provisions of the **ESEA** regarding charter schools and teacher credentialing, designed to ensure that every student will have a 'highly qualified' teacher for core courses.
- All staff are required to have tuberculosis clearance, be fingerprinted, and have background checks conducted before employment. Please see more information in Section F of this charter.

Commitment

A high level of effort and commitment is needed by staff of CSCE. Service to CSCE students is regarded as a privilege. Every employee must consider it an honor to be in the presence of children. All employees must fully support the vision, mission, and values of the school and must be willing to actively and enthusiastically participate in a professional learning community. Additionally, all staff must demonstrate a strong desire to teach a highly differentiated academic curriculum inspired by Waldorf education and aligned to California state standards and have an unrelenting belief that all students can achieve at high levels. It is expected that applicants for positions at CSCE will measure up to the highest standards.

Credentials

All classroom teachers (Transitional Kindergarten, Grades First through Eighth) at CSCE will:

- Hold a California teaching credential, permit, or other document equivalent to that which a teacher in other public schools would be required to hold (Education Code Section 47605(l));
- Hold or be willing to secure a degree in Waldorf Education from an AWSNA certified institution, a diploma for which CSCE will continue to fundraise; and
- Pending funding, when applicable, CSCE, will sponsor teachers to attain credits that will contribute to National Board Certification for Teachers.
- Teacher certification documents will be maintained on file at CSCE and are subject to periodic inspection by ACOE.

For recognition of local excitement for our credentialing program, see "[Solving the Shortage of Flatlands Teachers One School at a Time: Mills, CSCE and a New Waldorf Teaching Credential Program](#)," D. Tillotson, Great School Voices: The Watchdog on Quality and Equality With An Eye on Oakland, California, 2018.

Teacher Attributes

CSCE will strive to find teacher with, among other things, with the following attributes:

- Commitment to work in an urban environment with diverse students;
- A clearly articulated vision of what an elementary education should exemplify;
- Evidence of a portfolio of work that suggests excellent teaching;
- A desire to be part of a team that believes in education of head, heart, and hands to achieve high academic performance for all; and
- Strong interpersonal skills and a desire to achieve success.

Teacher Hiring

CSCE uses a rigorous multi-tiered approach to teacher hiring. It involves:

- Resume Screening;
- 1:1 Screening Interview;
- Interview with Hiring Committee;
- Assessment Performance Task
- Demonstration lesson with students;
- Debrief with Hiring Committee & Recommendation to Principal;
- Decision by Principal pending Deputy Director and ED approval based on budget and overall fit.
- Reference Checks.

The criteria for selection are based on the CSCE Waldorf Standards Aligned Equity-Focused framework and on the five criteria used by the National Board for Professional Teaching Standards:

- Committed to students and their learning;
- Knowledgeable about their subject and how to teach their subject to students;
- Skilled in management of learning
- Reflective of their practice
- Community-oriented.

CSCE's Principal leads hiring, support and ongoing evaluation of all teachers. In that process they receive input from the hiring committee. The Hiring Committee typically consists of:

- *Principal:* Conducts 1:1 Screening Interview; participates in Hiring Committee Interview; observes demonstration lesson; conducts reference checks; and makes the final hiring decision pending approval of the Deputy Director and Executive Director;
- *Teachers:* Participates in Hiring Committee Interview; observes demonstration lessons;
- *Parents/Guardians:* Participates in Hiring Committee Interview; and observes demonstration lessons; and Debrief;
- *Dean of School Culture:* Helps organize the process and paper trail including scheduling and coordinating with staff and families their participation;

- *Deputy Director:* Approves final hire based on budget;
- *Executive Director:* Approves final hire based on fit.

Professional Development and Support

All staff, including Support Team Lead and Coach, Principal, Deputy Director and Executive Director, are provided professional development opportunities to ensure that they remain abreast of all relevant changes in laws or other operational requirements.

Performance Management

All staff members operate under performance-based annual contracts. The Executive Director is evaluated on an annual basis by the Board. The Executive Director hires and evaluates the Deputy Director and Principal. All other hiring is conducted by the Deputy Director, Principal and Support Team Lead and Coach with their respective hiring committees. The Deputy Director, Principal, and Support Team Lead and Coach are evaluated annually by the Executive Director.

Staffing

Contingent on enrollment and funding, in 2020-2021, CSCE will employ:

- ***Teaching Staff.*** This staff, which is subject to change in accordance with CSCE’s needs and resources includes, but is not limited to: 10 Teachers: Transitional Kindergarten to 8th Grade
- **Special Education Staff.**
 - Student Support Services Coordinator
 - Educational Specialist Teachers
 - Psychologist (Psycho-educational evaluation and ERMHS)
 - ERMHS Clinician
 - Occupational Therapist (contract)
 - Speech Language Pathologist (contract)
- **Classroom and Instructional & Behavioral Aides.**
 - 3 1:1 Instructional and Behavioral Aides (hourly)
 - 2 Classroom Aides, Kindergarten & First Grade (hourly)
- **Administrative Staff**
 - One (1) Food Manager,
 - One (1) Office Manager,
 - One (1) Dean of School Culture,
 - One (1) Support Team Lead and Coach;
 - One (1) Principal.;
 - One (1) Deputy Director,
 - One (1) Executive Director
- ***Recess Staff.***
 - 3 Recess Staff (hourly)

After School Staff (ASES-funded Lead Agency) Attitudinal Healing Connections

- Director
- Receptionist
- Extended Day Program Manager
- 3 Extended Day Program Staff

In addition, CSCE holds contracts with

- CSMC for back office services,
- ASCEND Rehab Services for one (1) Speech Therapist and a part-time Occupational Therapist.

Qualifications of Non-Teacher School Support Staff.

CSCE reserves the right to hire or retain non-credentialed school support staff, provided that prospective staff person has an appropriate mix of subject matter expertise, professional experience, and demonstrated capacity to work successfully in such capacity.

Non-Certificate Administrative Staff.

CSCE will also employ or retain non-certificate administrative staff to be responsible for administrative duties, including record keeping, office management, and other non-instructional duties as assigned. The administrative staff shall possess experience and expertise appropriate for their position within the school as outlined in their job description.

Post-Hiring Support for Teacher Quality: Professional Learning Communities

Teachers at CSCE are drawn by the opportunity to work with like-minded individuals with an undying commitment to professionalism, collaboration and constant learning. Teachers actively and enthusiastically participate in a Professional Learning Community (PLC). According to Steiner (1923), teacher collaboration is the heart of the school. This tenet is affirmed in current best practices. According to Dufour (2005), "teachers in a professional learning community engage in continuous inquiry about teaching. They are researchers, students of teaching, who observe others teach, have others observe them, talk about teaching, and help other teachers. In short, they are professionals." A professional learning community can be characterized by:

- Shared Mission, Vision, Values and Goals;
- Collective Inquiry;
- Collaborative Teams;
- Action-Research Orientation;
- Continuous Improvement; and
Results Orientation.

To reach this goal at CSCE, teachers engage in ongoing learning and capacity building to address the needs of low performing students within PLC structure. Research findings repeatedly confirm that a significant factor in raising academic achievement is the improvement of instructional capacity in the classroom. Complementary research shows that the kinds of professional development that improve instructional capacity display four (4) critical characteristics (Senge, 1990; Knapp, 2003) which are:

- Teacher learning is ongoing;
- Teacher learning is embedded within context-specific needs of a particular setting;
- The PLC learning agenda is aligned with reform initiatives or educational philosophies; and
- Learning activities are grounded in a collaborative, inquiry-based approach to learning.

It is CSCE's intention within the PLC to specifically focus on building our individual and collective instructional capacity to support low performing students. The PLC employs inquiry techniques to monitor effectiveness of its approaches. Faculty learning/in-service time occurs on early dismissal days.

CSCE is a school based on best practices, innovative initiatives, and the search for excellence. The school goes out of its way to be a strong learning partner and in turn to share its expertise with ACOE, the educational community, and the public at the neighborhood, district, city, county, state, national and international levels. Building on the rich learning opportunities reported on in our last renewal, a few learning opportunities of note:

1. **ACOE Learning Communities**

- CSCE staff were members of the founding cohort (2013-2014) of the Hewlett-funded **Bay Area Performance Assessment Network** which in its first two years was co-hosted by ACOE. In 2014-2015, we were proud to be identified as a demonstration site.
- CSCE Executive Director was for its duration part of the **Teacher Leadership Planning Group** convened by ACOE Superintendent L. Karen Monroe.

2. **Oakland Educate78 Oakland Learning Communities**

As part of the Educate78 "Transformation Portfolio" of schools, CSCE has been invited to Oakland Learning Communities' convening of district and charter schools for four years now. With support from Educate78, CSCE has been part of a highly selective Educate78 cross-district and charter school learning community sequentially for the past four years, from 2017 – 2018 to 2020-2021.

- In 2017-2018, CSCE was identified as a 'Readiness To Grow' case study. Through an evaluation team of Bellwether Consulting and 45 Lemon, CSCE enjoyed a 360 evaluation and with display of sufficient growth were proud to be invited to the Community of Practice.
- In 2018-2019, CSCE won invitation into the Educate78/National Equity Project run Community of Practice and Leading for Equity Institute where it worked as vertical team with a group of Oakland district and charter schools that offered a match in demographics and achievement levels with whom the CSCE team worked in monthly full-day work sessions.
- In 2019-2020, CSCE won invitation into the Educate78/National Equity Project Leaders of Color Community of Practice where the Principal and their manager, the Executive Director, gathered with like district and charter schools for monthly full-day working sessions.
- In 2020-2021, CSCE is proud to have again won membership in the Eduate78/National Equity Project

3. **CSCE's Building California Teaching Credential aligned Intercultural Waldorf Teacher Training**

4. **CSCE Intercultural Urban Waldorf Teacher Program (2010-present)**

Launched 2011, in collaboration with national educational consultant and subsequent author (2016) of *Culturally Responsive Teaching and the Brain*, Ms. Zaretta Hammond, and veteran Waldorf teacher Dr. Linda Williams. In its founding year, CSCE administration has steadily invested in **CSCE Intercultural Urban Waldorf Teacher Training** in collaboration with Dr. Mary Goral, Founder and Executive Director of Transformational Teaching. Through this partnership, CSCE teachers engage in a four-year Intercultural Urban Waldorf certification program. The program this year celebrated its eighth year running.

5. **CSCE/Mills College School of Education Waldorf Professional Development Certificate Program (2017-present)**

Partnership with Mills College to advance research and practice and offer trainees credit toward State Certification MA or PhD. To institutionalize and democratize (making it a pathway to State Certification

rather than a separate training that does not advance to certification) its teacher and community education, it built a partnership with Mills College School of Education, a respected university with shared focus on advancing equity and on Oakland. The program is offered on the CSCE campus and yields Mills College School of Education graduate credit. Of the first cohort of graduates, 72% were Oakland community members, i.e. CSCE current and past parents and community allies. In 2017, CSCE and Mills School of Education created a formal partnership. Now in its 4th year (the 3rd year was fully staffed, funded and enrolled but then cancelled due to COVID-19) the [Mills Waldorf Professional Development Certificate Program](#) has already won local, national and global recognition. See for example the [global INASTE catalogue 2020 p. 44](#). Attendees apply from across the city, the county and the country.

6. CSCE is founder of Oakland Center for Trauma Sensitive Waldorf Emergency Pedagogy (2015-present) & Founding member of Trauma Sensitive Waldorf Emergency Pedagogy Without Borders (2019).

- CSCE's focus on Trauma Sensitive Care in Global Network and as founding member of Emergency Pedagogy Without Borders provides a special focus of in trauma-sensitive care. In recognition of the cutting-edge work of Oakland's CSCE, in June 2019 and again in September 2019, the Executive Director and Principal were both invited to Karlsruhe Germany at the Emergency Pedagogy Without Borders founding conference. CSCE's Executive Director was the United States signer, among representatives from 32 nations, to sign the *Waldorf Education Without Borders* charter.
- CSCE and community allies went to Chico to offer Waldorf trauma sensitive intervention for children and families and educators affected by forest fires in December 2018. CSCE is the CA/USA hub for Emergency Pedagogy Without Borders. A practical way of building capacity while also giving to our community was that in December 2019, a month after the devastating forest fire, the CSCE team including CSCE staff, CSCE parent leaders, community leaders and Waldorf educators from San Francisco and Berkeley were joined with their global partners from Sao Paulo, Brazil and Karlsruhe Germany to go to Chico, CA where they offered a three day seminar for those affected by the fires. For an article on how CSCE brought Emergency Pedagogy to the US see [Waldorf Emergency and Trauma Pedagogy Comes to the US July 2019](#).
- The CSCE San Antonio community lifts its voice in the global community. On October 24, 2020, CSCE Executive Director was invited to offer the keynote address at the world's first English language Emergency Pedagogy training. We are globally supporting families and children under COVID-19 through a Zoom webinar to participants from 6 countries. Dr. Oberman was joined by three fellow members of the Oakland CSCE Emergency Pedagogy team that had gone to Chico; two Oakland parents and staff from San Antonio (who both came to the US as refugees); and one member of the San Francisco Waldorf Community to share the work in Oakland and lessons learned from the Campfire intervention. In the words of one CSCE participant, "it's so special that we are all in relationship now, thinking how to support our children and families during this global pandemic drawing from one set of tools."

7. State -wide and National Conference Facilitation and Presentations

- **2020 marks the 5th year where CSCE applies to present at State-wide conferences of CCSA and CSDC and the Alliance for Public Waldorf Education. Annually it has presented at AERA since 2010.** As in its first 4 years, in each year following, CSCE has presented at the American Education Research Association (AERA) Annual Conference. The exception was in 2020, when the conference was postponed due to COVID-19. At the [2019 AERA](#) we were pleased to co-present with our German and Brazilian colleagues on CSCE's work as US hub for Waldorf emergency pedagogy, following their one-week seminar in at our school in 2018. Now in its tenth year, CSCE's Executive Director serves as emerita co-chair of AERA's Holistic Education Program Committee and co-founder of AERA's Philanthropy and Education Program Committee. The regular presentation and attendance at this national research conference provides continued opportunities for shared learning.
- CSCE has presented four times over the past 10 years at the CCSA annual conference; once at the CSDC Leadership Update Conference, and annually for the past nine years at the Alliance of Public Waldorf

Education Annual Conference. The Executive Director was one of four keynote speakers at the 2018 and 2019 Alliance Annual Conference.

8. International Seminar Participation and Presentation

- In 2018, CSCE and Mills College School of Education were invited to join the International Network of Academic Steiner Teacher Education (INASTE). The CSCE Executive Director was invited to offer INASTE’s Spring 2018 Keynote in Avignon France on Oakland’s CSCE Intercultural Waldorf model, and was invited to keynote the annual conference in Vienna Austria May 2020, but it was postponed to 2021 due to COVID-19. In these events, allies from around the globe joined with us here in Oakland’s CSCE with our students at the center, surrounded by , staff families and community that was local, regional, national and global. Click [here](#) for INASTE Brochure; see p. 45 for Mills CSCE Partnership.
- In 2019, in the context of the global celebration of Waldorf education’s centennial under the banner “Learn to Change the World,” CSCE Principal and Executive Director were invited to offer presentations on CSCE’s intercultural Waldorf model in five German cities including Waldorf education’s city of origin, Stuttgart, and its headquarters, Berlin. Audience members included educators from the public and private sectors as well as researchers and policy analysts and families. Please click here for the link to the Berlin Learn to Change the World festival in which CSCE Principal Monique Brinson spoke.

Lessons from these journeys are brought back to inform on the ground work in our professional learning community just as contacts made abroad mature into visits to our school as when the award winning science pedagogue Professor Wilfried Sommer of the Alanus University , whom the Executive Director had met in Avignon came to CSCE to work with CSCE 8th grade parents/guardians, teachers and students on teaching an acoustics lesson, ensuring the learner had an authentic deep experience of the world and themselves, the essence of Waldorf education. Click [here](#) for a brief video on the meeting with parents/guardians and with 8th grade students.

End of Section F.

G. ELEMENT 7: SCHOOL HEALTH AND SAFETY PROCEDURES

Governing Law: The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

(i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.

(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.

(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school. Education Code Section 47605(c)(5)(F).

In order to provide safety for all students and staff members, the Charter School implements appropriate and comprehensive health and safety procedures and risk management policies, designed in consultation with the Charter School's insurance carrier. CSCE has a school safety plan which is found in Appendix 11 (CSCE School Safety Plan) and which is updated annually by March 1.

This plan was devised August, 2020 – October 2020 through regular review and input from a body of representatives selected from teachers, parents, school administration and led by the principal, responsible for school security.

The following is a summary of the health and safety policies of Community School for Creative Education:

- A. Procedures for Background Checks.** Employees and contractors of the Charter School are required to submit to a criminal background check and furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. HGCS shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. The Principal and Office Manager monitor compliance with this policy. The Executive Director shall monitor the fingerprinting and background clearance of the Principal and the Board Chair shall monitor the fingerprinting and background clearance of the Executive Director. Individuals who volunteer at the school, outside of the direct supervision of a credentialed employee, shall be fingerprinted and receive background clearance checks prior to volunteering.
- B. Role of Staff as Mandated Child Abuse Reporters.** All non-certificated and certificated staff shall be mandated child abuse reporters and shall follow all applicable reporting laws and the same policies and procedures used by local school districts. CSCE shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44961.
- C. Tuberculosis Risk Assessment and Examination.** All Charter School staff shall be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students, and for employees at least once each four years thereafter, as required by Education Code Section 49406.
- D. Immunizations.** All students shall be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. All rising 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster.
- E. Medication in School.** The Charter School shall adhere to Education Code Section 49423 regarding administration of medication in school. CSCE will also adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for all staff members.
- F. Vision, Hearing, Scoliosis.** Students shall be screened for vision, hearing and scoliosis. The Charter School shall adhere to Education Code Section 49450, *et seq.*, as applicable to the grade levels served by the Charter School.
- G. Diabetes.** The Charter School shall provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but shall not be limited to, all of the following:
- A description of type 2 diabetes.
 - A description of the risk factors and warning signs associated with type 2 diabetes.
 - A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
 - A description of treatments and prevention methods of type 2 diabetes.
 - A description of the different types of diabetes screening tests available.

- H. Suicide Prevention Policy.** CSCE shall maintain a policy on student suicide prevention in accordance with Education Code Section 215. CSCE shall review, at minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy.
- I. Prevention of Human Trafficking.** CSCE shall identify and implement the most appropriate methods of informing parents and guardians of its students in grades 6 through 8 of human trafficking prevention resources.
- J. Nutritionally Adequate Free or Reduced-Price Meals.** CSCE shall provide each needy student, as defined in Education Code Section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code Section 49553(a), during each school day.
- K. California Healthy Youth Act.** CSCE shall teach sexual health education and human immunodeficiency virus (“HIV”) prevention education to students in grades 7-8, at least once, pursuant to the California Healthy Youth Act (Education Code Section 51930, *et seq.*).
- L. School Safety Plan.** CSCE shall adopt a School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include identification of appropriate strategies and programs that will provide or maintain a high level of school safety and address the CSCE’s procedures for complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(J):
- child abuse reporting procedures
 - routine and emergency disaster procedures
 - policies for students who committed an act under Education Code Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
 - procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
 - a discrimination and harassment policy consistent with Education Code Section 200
 - provisions of any schoolwide dress code that prohibits students from wearing “gang-related apparel,” if applicable
 - procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
 - a safe and orderly environment conducive to learning
 - the rules and procedures on school discipline adopted pursuant to Education Code Sections 35291, 35291.5, 47605, and 47605.6
 - procedures for conducting tactical responses to criminal incidents.
- M. Emergency Preparedness.** The Charter School shall adhere to an Emergency Preparedness Handbook drafted specifically to the needs of the school site, in conjunction with law enforcement personnel and the Fire Marshal. This handbook shall include, but not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. If assuming a facility that was previously used as a school site, any existing emergency preparedness plan for the school site shall be used as a starting basis for updating the handbook for the Charter School.
- N. Blood-borne Pathogens.** The Charter School shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the workplace. The Charter School has a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus and hepatitis B virus (“HBV”). Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.
- O. Drug-Free / Alcohol-Free / Smoke-Free Environment.** The Charter School shall be a drug-free, alcohol-free and smoke-free environment.
- P. Facility Safety.** The Charter School shall comply with Education Code Section 47610 by utilizing facilities that are compliant with the Field Act or facilities that are compliant with the State Building Code. The Charter School agrees to test sprinkler systems, fire extinguishers, and fire alarms

annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School shall conduct fire drills at least once a month pursuant to Education Code Section 32001.

- Q. **Comprehensive Anti-Discrimination and Anti-Harassment Policies and Procedures.** The Charter School is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. The School has developed a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and shall be addressed in accordance with the Charter School's discrimination and harassment policies.

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

- R. **Bullying Prevention.** CSCE shall adopt procedures for preventing acts of bullying, including cyberbullying. CSCE shall annually make available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated school site employees and all other school site employees who have regular interaction with children.

End of Section G.

H. ELEMENT 8: RACIAL BALANCE

Governing Law: The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. Upon renewal, for a charter school not deemed to be a local educational agency for purposes of special education pursuant to Section 47641, the chartering authority may consider the effect of school placements made by the chartering authority in providing a free and appropriate public education as required by the federal Individuals with Disabilities Education Act (Public Law 101-476), on the balance of pupils with disabilities at the charter school. Education Code Section 47605(c)(5)(G).

CSCE complies with California Education Code Section §47605(c)(5)(G) in order to achieve a student population balance among its students that is reflective of the general population residing within the territorial jurisdiction of the Oakland Unified School District.

Strategies and Policies to Attract Diverse and Balanced Applicant Population and Enrollment.

CSCE has secured a multi-year lease of an OUSD facility that is accessible to all community partners, and easily accessible by public transportation with an AC Transit bus stop at the corner and Fruitvale BART just over one mile away.

CSCE implements a student recruiting strategy that includes, but is not limited to, the following elements or strategies which are designed to provide for a racial and ethnic and English Learner and special education student balance among students that is reflective of the Oakland community it serves:

1. The development of promotional and informational material translated in five languages (Chinese, Vietnamese, Spanish, Arabic and English) that appeals to all of the various racial and ethnic and English Learner and special education student groups represented in Oakland, the community CSCE will serve;
2. Student recruitment efforts that include, but are not limited to: signage in 5 languages inviting weekly tours every Tuesday, 9am – 10am in five languages; direct mail, print advertising, and presentations at Oakland Head Start agencies, houses of faith, libraries, and farmers' markets directed toward targeted student populations represented in Oakland and the San Antonio neighborhood;
3. Outreach meetings hosted by the Executive Director, current parents and student docents to a engage prospective students and parent/guardians of all racial and ethnic backgrounds and English Learner and special education student groups; and
4. Many venues for outreach are used to inform the community of the mission, goals and objectives of CSCE. Evidence thereof is the language and ethnic diversity of the families who are currently enrolled in the school. The rich diversity of the San Antonio community is represented in the recruitment efforts.

Building on the theory of action of Faith in Action East Bay (FIAEB), CSCE's key partner, the school focuses intentionally on face-to-face meetings with family members and community leaders, be it in person or in planned one-to-ones by ZOOM. CSCE recognizes that trust is best built face-to-face. CSCE's goal is to engage families traditionally not engaged in Oakland school choice, and more likely to choose their neighborhood site absent such meetings. CSCE recognizes that this form of outreach to communities, traditionally not served by the school choice/charter system, requires building relationships of trust with the leaders in those communities, by asking to be invited to share about the school in a place where families feel safe. Considering the ongoing COVID-19 pandemic, CSCE is learning from and with FIAEB how to do deep outreach remotely. In personal calls we invite to our virtual school site visit (<https://vimeo.com/user11968853/download/446915526/dc3937b24e>) and follow up with Zoom meetings. As one follow up, families are invited to the podcast on Community School: <https://change-the-story-chan.captivate.fm/episode/episode-11-ida-oberman-center-for-creative-community-education>. As well as building parent leadership, we are part of FIAEB and Families in Action for Quality Education's shared 100% Voting School endeavor. Through both organizations, our families (regardless of immigration status or age) are building power by engaging others to vote. Strategies such as these, in deep partnership with families and organizations across the city, strengthen CSCE's role as a big tent where all are welcome to grow and build. This

serves to strengthen our outreach and retention as we also strengthen our service to our community beyond the walls of the school.

5. Recruitment presentations are given at a range of locations, face-to-face or by Zoom during the COVID-19 pandemic, including the following collaborating community agencies and communities of faiths:
 - a) Faith in Action East Bay (FIAEB) [formerly Oakland Community Organizations/FIAEB]
 - b) Lotus Bloom
 - c) Lao Family Community Development
 - d) East Bay Asian Youth Center
 - e) Israelite Missionary Baptist Church
 - f) Trybe, Inc.
 - g) Oakland Surrounding Head Start Programs
 - h) Oakland L Surrounding Libraries
 - i) Oakland Cambodian Buddhist Temple
 - j) Oakland Burmese Mission Baptist Church
 - k) Intertribal Friendship House

9. In addition to in-person (or Zoom presentations during COVID-19), CSCE uses a broad array of media channels. For additional samples, please refer to Appendix 23 (Publicity and Research).
 - a) TV: CBS San Francisco Bay Area, 6pm Saturday News Item April 28, 2020 – Award Winning Journalist Da Lin, “[Better Together: Oakland charter school giving away art kits to their students and food for their families.](#)”
 - b) Podcast: Center for the Study of Art & Community showcases Community School for Creative Education in its series “*Change the Story, Change the World,*” October 2020.
 - c) Video:
 - (1) For Parent/Guardian Voices 2014 at Community School go to <https://www.youtube.com/watch?v=97MozMFogCs>
 - (2) For Tribute To 5th Grade Mentor Reverend Lewis from Community School 5th Graders click <https://www.youtube.com/watch?v=36fBullJGfU>
 - (3) For End of 2013 School Year at Community School for Creative Education click here <https://www.youtube.com/watch?v=AZVsmwj7hhI>
 - d) Online:
 - (1) Great School Voices, Watchdog on quality and Equality in Education with an Eye on Oakland, California: “How Oakland Charters Kept Serving Students During Distance Learning: Community School for Creative Education” <https://greatschoolvoices.org/2020/08/how-oakland-charters-kept-serving-students-during-distance-learning-csce/>
 - (2) Families in Action for Quality Schools: [How to Get 100: Community School for Creative Education.](#)
 - (3) Oakland Charters: Ready for Rigor at Community School for Creative Education, October 29, 2018. <https://medium.com/@OakFamilies/featuring-locally-grown-public-schools-ready-for-rigor-at-community-school-for-creative-education-b3a3745e95d7>.
 - (4) Daily Good Interview <http://www.dailygood.org/2015/08/24/the-whole-child-and-urban-education/>

(5) Conversations <http://www.conversations.org/story.php?sid=426>

e) Print:

(1) Lilipoh Magazine: *Leading for Inclusion: Waldorf Education and Diversity*, Brinson & Oberman, Spring 2020. *Oakland's Community School for Creative Education: An Oasis of Abundance in a Community of Scarcity*, DiPiero & Muller, Summer 2015.

(2) Confluence: Community School for Creative Education: *Report on Mentoring from San Antonio African American Alliance Churches and Schools Partner Israelite Baptist Church*, Winter 2014.

http://www.communityschoolforcreativeeducation.org/sites/default/files/kcfinder/files/Confluence_Winter2014_Vol3No2.pdf

10. Building intentional relationships across institutions in service of our students and families

- a) CSCE was the only charter in Oakland to take advantage this past summer 2015 of OUSD's deployment of a high number of OUSD high school summer interns. CSCE hosted three summer high school interns to build relationship across district and charter barriers in our San Antonio community.
- b) CSCE is the first Oakland school to partner with BELL Learning to support our community in and outside of our school walls with a summer and afterschool program to offer extended day and year and prevent summer learning loss. Click [here](#) for Bell CSCE Summer School Report 2014. Click [here](#) for Bell CSCE Summer School Report 2015.
- c) CSCE is the first Oakland school to partner with Calculus Roundtable , who is also in receipt of My Brother's Keeper funds and in correspondence with the White House. For copy of the press release noting our partnership see October 9 2015 press release, click [here](#).

11. In recruitment, CSCE pursues the following activities:

- a) Bringing diverse staff on recruiting visits, including relevant other world language-speaking teachers;
- b) Posting flyers and notices in local supermarkets, restaurants, businesses, churches, community centers, and apartment complexes in surrounding community;
- c) Visiting and speaking at local community-based organizations in targeted low-income neighborhoods;
- d) Conducting parent/guardian information sessions to elaborate on the commitment involved with attending CSCE;
- e) Canvassing neighborhoods to reach interested families;
- f) Promoting CSCE at neighborhood festivals;
- g) Making local school visits;
- h) Speaking at civic organizations with a particular focus on local community populations;
- i) Placing advertisements in local newspapers such as Bay View and community association newsletters;
- j) Speaking on local radio stations;
- k) Inviting local television and print media reporters to report on CSCE;

- l) Encouraging teacher referrals from other campuses;
 - m) Holding a series of public meetings each winter, in a variety of neighborhoods, to inform parents about CSCE with Spanish, Chinese, and Vietnamese speakers where appropriate;
 - n) CSCE provides translation services for promotional material and any person-to-person interaction requiring translation.
 - o) Partnering with neighborhood associations to offer parents CSCE tours and visits; and
 - p) Sharing the expansion and test score data of other Waldorf schools.
12. CSCE continues to employ previously successful recruitment strategies, and will implement the following new practices:
- a) Promote the academic results through social media channels and individualized marketing efforts; and
 - b) Continue to support the parent/guardian student recruiting committee.
 - c) The Office Manager and staff/parent interpreters answer calls about enrollment. The Office Manager coordinates weekly tours, open houses and presentations; distributes enrollment information in diverse languages; and assists families in filling out the Enrollment Form, when necessary.

As noted above (see Introduction: Rationale for Renewal), CSCE is singular in mirroring the diversity and student population of the district as a whole and singular in ethnic and social economic diversity and student population balance among schools in the district and county. We attribute this diversity and student population balance to active and ongoing relationship building among different language and faith communities with community leaders in the faith community, among community based groups, in the head start community and in the social service sector among allies serving our families and our children. For fuller detail on racial/ethnic and student population balance at CSCE we refer you to our Introduction above.

CSCE is committed to monitoring its outreach and recruitment activities on a regular basis and adjusting when necessary to ensure an appropriate racial and ethnic, English Learner, and special education balance of its student population.

End of Section H.

I. ELEMENT 9: ADMISSIONS POLICY

Governing Law: Admission policies and procedures consistent with [Education Code Section 47605] subdivision (e). Education Code Section 47605(c)(5)(H).

1. Legal Assurances

As a non-sectarian, tuition-free public school, CSCE will admit all grade-level eligible pupils who wish to attend up to the schools' capacity, in accordance with Education Code §47605(e)(2)(A). CSCE is a school of choice, and in compliance with Education Code §47605(g), no student will be required to attend CSCE. Admission shall not be determined based on the place of residence of the pupil or of his/her parent or guardian. However, in the event of a public random drawing, admissions preference shall be granted to residents of the Oakland Unified School District as detailed below.

CSCE shall abide by Education Code §47605(e)(1) and shall not charge tuition, nor discriminate against any pupil on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender expression, gender identity, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status or association with an individual who has any of the aforementioned characteristics). Pursuant to Education Code Sections 49011 and 47605(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

No child will be required to pay a fee for registering for school or classes, or as a condition of participation in class or any extracurricular activities; submit a Security deposit, or other payment that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform, or other materials or equipment; or be required to make purchase to obtain materials, supplies, equipment, or uniforms associated with an educational activity. The School will not establish or utilize a fee waiver policy; offer a higher educational standard that pupils may obtain through payment of a fee or purchase of additional supplies that the school district does not provide; offer course credit or privileges related to educational activities in exchange for money or donations of goods or services from a pupil or a pupil's parents or guardians; or remove course credit or privileges related to educational activities, or otherwise discriminate against a pupil, because the pupil or the pupil's parents or guardians did not or will not provide money or donations of goods or services to the school district or school.

Furthermore, in accordance with Education Code Section 47605(e)(4)(A), CSCE shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605(e)(4)(C), CSCE shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), as listed above.

In accordance with Education Code §48000(a), children must meet minimum age requirements for enrollment. CSCE will abide by any future amendments to the Education Code regarding minimum age for public schools. Proof of the child's age must be presented at the time of enrollment as described in Education code §48002.

Pursuant to Education Code Section 47605(e)(4)(D), CSCE shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605(e)(4), and make this notice available to parents. The Charter School Complaint Notice is available on the CSCE Website and is made available to parents in accordance with Education Code Section 47605(e)(4).

2. Commitment to a Discrimination-free and Harassment-free Education

The Charter School is committed to providing a safe education environment to its students, free of discrimination, harassment, intimidation and bullying. The Charter School shall not discriminate against any pupil on the basis of the characteristics listed in Education Code Section 220. The Charter School regularly provides training and programs to support students, staff, and families to develop cultural competency and respect for individuals with diverse backgrounds. See [Appendix 15](#) (Title IX Harassment Policy).

3. Admission Requirements

By January 1 of each year, the Charter School will notify the County in writing of the application deadline and proposed date for the public random drawing. The Charter School will ensure that all application materials will reference these dates as well as provide complete information regarding application procedures, key dates, and admissions preferences and requirements consistent with approved charter. Any type of preference in the admission procedure must be approved by the chartering authority at a public hearing

CSCE admits all pupils who wish to attend CSCE. No test or assessment shall be administered to students prior to acceptance and enrollment into CSCE. CSCE's application process is comprised of the following:

- a. Completion of a student application;
- b. Attendance at an onsite or virtual school tour and pre-application meeting; and registration packets for students who are admitted will also gather the following:
 - i. Proof of Immunization
 - ii. Home Language Survey
 - iii. Completion of Emergency Medical Information Form
 - iv. Documentation of Date of Birth
 - v. Release of records¹

4. Public Random Drawing

Applications are accepted during a publicly advertised open application period each year for enrollment in the following academic school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, CSCE will hold an electronic public random drawing through a multi-lingual public portal that was made available through Oakland Enrolls on February 18, 2021 and to determine enrollment for the impacted grade level, with the exception of existing students, who are guaranteed enrollment in the following school year by timely submitting an 'intent to return' form . Admission preferences in the case of a public random drawing shall be in the following order:

1. Siblings of students admitted to or attending the Charter School;
2. Children of full-time employees of CSCE;

¹ CSCE shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to CSCE before enrollment.

3. Residents of the OUSD; and
4. All other applicants.

The Charter School and the County agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(e)(2)(B)(i)-(iv).

The Board of Directors will take all necessary efforts to ensure lottery procedures are fairly executed. Lottery spaces are pulled in order of grade level by the designated lottery official (appointed by the Principal). The lottery shall take place on one day at one location, CSCE – and in the era of the COVID-19 Pandemic health Emergency will be held virtually. The lottery will be conducted in ascending order beginning with the lowest applicable grade level. There is no weighted priority assigned to the preference categories; rather, within each grade level, students will be drawn from pools beginning with all applicants who qualify for the first preference category, and shall continue with that preference category until all vacancies within that grade level have been filled. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference category until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students from the second preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided above. At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a wait list according to their draw in the public random drawing. This wait list will allow students the option of enrollment in the case of an opening during the current school year. In no circumstance will a wait list carry over to the following school year.

End of Section I.

J. ELEMENT 10: FINANCIAL AUDITS

Governing Law: The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. Education Code Section 47605(c)(5)(I).

- 1. Audit History.** Since the school’s founding, annual independent fiscal audits of the CSCE’s financials have been clean: each year, auditors have rendered an unqualified opinion stating that the financial statements present a fair and accurate picture of the Charter School and comply with generally accepted accounting principles. For the 2018-2020 period, CSCE has used Wilkinson Hadley King, LLP. At the end of this current contract, CSCE will research and identify a new auditor going forward.
- 2. Compliance with Education Code §§ 47605(c)(5)(I) and 47605(m).** CSCE complies with all state reporting mandates, including undergoing an annual independent financial audit as required under Education Code Sections 47605(c)(5)(I) and 47605(m).

The annual audits of the books and records of the Charter School shall be conducted as required under the Charter Schools Act, Education Code Sections 47605(c)(5)(I) and 47605(m). The books and records of the Charter School shall be kept in accordance with generally accepted accounting principles and, as required by applicable law, the audit employs generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller’s K-12 Audit Guide.

The Charter School’s Executive Director shall lead the Board in selecting an independent auditor through review of multiple bids. The Executive Director is responsible for managing the audit. The Charter School shall use an auditor with a CPA and educational institution audit experience, and who is listed by the State Controller on its approved list of educational audit providers. To the extent required under applicable federal law, the audit scope shall be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The annual audit shall be completed within six months of the close of the fiscal year. A copy of the auditor's findings shall be forwarded to the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. If any audit exceptions or deficiencies are identified, the Board of Directors shall review the exception and/or deficiencies, develop a plan to resolve them, and submit a report to the County proposing how and by when the exceptions and/or deficiencies have been or will be resolved to the satisfaction of the County. Any disputes between the County and the Charter School regarding the resolution of audit exceptions and deficiencies shall be referred to the dispute resolution process referenced in Section N of this Charter. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel (“EAAP”) in accordance with applicable law.

The independent fiscal audit of the Charter School is a public record to be provided to the public upon request.

- 3. Scope of Audit.** The scope of the annual financial audit includes an examination of the annual financial statements and related disclosures, presented in accordance with generally accepted accounting principles. In conjunction with the audit, the auditor assesses the internal controls of CSCE and communicates any material weaknesses or significant deficiencies noted in the course of their review, along with any internal control recommendations. Additionally, the audit incorporates any specific compliance requirements associated with charter schools, including, but not limited to, ADA, Office of Management and Budget (“OMB”) circulars, contemporaneous records of attendance and instructional minutes. Corrective actions to any items noted during the audit will be identified and implemented as soon as possible, in consultation with ACOE. CSCE management understands that timely, successful resolution of items noted in an audit is a prerequisite for Charter renewal.
- 4. Auditor and Audit Standards.** The audit is conducted under generally accepted auditing standards by a suitable accounting firm, qualified to practice in California as a licensed CPA and with expertise in school

finances, governmental accounting and auditing requirements, approved by the State Controller on its published list as an educational audit provider; including the Audit Guide for charter schools. The firm is selected by a subcommittee (i.e., the audit committee) of the Board of Directors, to include at least one (1) member with financial accounting expertise, based on their qualifications and fee estimates. The subcommittee will be responsible for hiring and overseeing the accounting firm on an on-going basis.

End of Section J.

K. ELEMENT 11: SUSPENSION AND EXPULSION PROCEDURES

Governing Law: *The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:*

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform the pupil, the pupil's parent or guardian, or the pupil's educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii). Education Code Section 47605(c)(5)(J).

End of Section K.

L. ELEMENT 12: STAFF RETIREMENT SYSTEM

Governing Law: The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. Education Code Section 47605(c)(5)(K).

1. Eligibility.

CSCE is responsible for the retirement benefits of its employees. All certificated employees who are eligible participate in the State Teachers' Retirement System (**STRS**) according to their eligibility.

All non-STRS participants shall participate in the federal social security system as required by law. The CSCE Bookkeeper/business services provider works with ACOE to ensure that appropriate arrangements for required coverage have been made for all employees.

2. Withholdings.

All withholdings from employees and CSCE's employer contribution are forwarded in a timely manner to the STRS fund managers as required.

End of Section L.

M. ELEMENT 13: ATTENDANCE ALTERNATIVES

Governing Law: *The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. Education Code Section 47605(c)(5)(L).*

No student shall be required to attend CSCE. Students who choose not to attend CSCE may attend school in one (1) of the district of residence schools or pursue an intra- or inter-district transfer to attend schools outside of their district of residence in accordance with applicable local policies. CSCE acknowledges that an approved charter does not grant any special rights or privileges for CSCE students to obtain admission via intra- or inter-district transfers or to attend other schools of the ACOE or Alameda County in general. Parents and guardians of each student enrolled in CSCE will be informed on admissions forms that students have no right to admission in a particular school of a local education agency as a consequence of enrollment in CSCE, except to the extent that such a right is extended by the local education agency.

End of Section M.

N. ELEMENT 14: POST-EMPLOYMENT RIGHTS OF EMPLOYEES

Governing Law: The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school. Education Code Section 47605(c)(5)(M).

No public school district employee shall be required to work at CSCE. Employees of the District or County who choose to leave the employment of the District or County to work at CSCE will have no automatic rights of return to the District or County after employment by CSCE unless specifically granted by the District or County through a leave of absence or other agreement. Employees of the County who resign from County employment to work at CSCE and who later wish to return to the County shall be treated the same as any other former County employee seeking reemployment under the collective bargaining contracts of ACOE, which shall govern. SCE employees shall have any right upon leaving the District or County to work in CSCE that the District or County may specify, any rights of return to employment in a school district after employment in CSCE that the District or County may specify, and any other rights upon leaving employment to work in CSCE that the District or County determines to be reasonable and not in conflict with any law.

Sick or vacation leave or years of service credit at the County or any other school district will not be transferred to CSCE. Employment by CSCE provides no rights of employment at any other entity, including any rights in the case of closure of CSCE.

End of Section N.

O. ELEMENT 15: DISPUTE RESOLUTION PROCESS

Governing Law: The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to provisions of the charter. Education Code Section 47605(c)(5)(N).

CSCE and ACOE.

As per the MOU 2016-2021 between ACOE and CSCE, it is expressly agreed by the parties that dispute resolution process described in the MOU supersede that included in CSCE Charter for disputes between and among Non-Profit, ACOE and or the County Board. The Charter School anticipates that the cost for dispute resolution with the County, if needed, would be equally shared. This may be superseded by the MOU.

Internal Complaints and Disputes

Disputes arising from within CSCE, including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and Board members of CSCE shall be resolved pursuant to policies and processes developed by CSCE, including but not limited to CSCE's General Complaint Policy and Uniform Complaint Policy. CSCE's General Complaint Policy in Appendix 9B is designed to address concerns about the Charter School generally and/or regarding specific CSCE employees.

The Charter School's Uniform Complaint Policy processes complaints alleging unlawful discrimination, harassment, intimidation or bullying against any protected group; violations of state or federal law and program regulations; complaints alleging pupil fees for participation in an educational activity; noncompliance with the requirements governing the LCFF and LCAP; and noncompliance regarding special education programs established pursuant to Education Code sections 56000-56865 and 59000-59300, among others.

See Appendix 9A (Uniform Complaint Policy and Procedures). Neither ACOE nor the County Board shall intervene in any such internal disputes without the consent of the Board and shall refer any complaints or reports regarding such disputes to the Board or the Director. ACOE agrees not to intervene or become involved in the dispute unless the dispute has given ACOE reasonable cause to believe that a violation of the Charter or related laws or agreements has occurred, or unless the Board has requested ACOE to intervene in the dispute.

End of Section O.

P. ELEMENT 16: CLOSURE PROCEDURES

Governing Law: The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. Education Code Section 47605(c)(5)(O).

Process.

Board of Directors

The Board will authorize closure of CSCE. The Board, via official documented action, will:

- Identify the reason for closure; and
- Identify an entity or person or persons responsible for closure-related activities.
- Notification
- The Board will promptly notify the following of the closure and the closure effective date:
 - Parents/guardians and students of CSCE;
 - CSCE Director and CSCE Administrator (if applicable);
 - ACOE;
 - CSCE’s Special Education Learning Planning Area (“SELPA”);
 - The retirement systems, if any, in which the CSCE employees participate (STRS or PERS); and
 - CDE.

Such notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the students’ school counties of residence; and the manner in which parents/guardians may obtain copies of student records, including specific information on completed courses and credits that meet graduation requirements.

The Board will ensure that the notification to the parents and students of CSCE of the closure provides information to assist parents/guardians and students in locating suitable alternative programs. This notice will be provided promptly following the Board’s decision to close CSCE.

The Board will also develop a list of students in each grade level and the classes they have completed, together with information on the students’ county or district of residence. The Board will provide this information to the entity or person responsible for closure-related activities.

Records

As applicable, CSCE will provide parents/guardians, students and ACOE with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act (“FERPA”) 20 U.S.C. §1232g.

CSCE will ask ACOE to store original records of CSCE students. All student records of CSCE shall be transferred to ACOE upon the school’s closure. If ACOE will not or cannot store the records, CSCE shall work with the ACOE to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity or person responsible for closure-related activities in accordance with applicable law.

Final Audit and Wind-down Activities.

Audit

As soon as reasonably practical, CSCE will prepare final financial records. CSCE will also have an independent audit completed within six (6) months after closure.

- CSCE will pay for the final audit.
- The audit will be prepared by an accounting firm selected by CSCE's Board and will be provided to ACOE promptly upon its completion.
- The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to CSCE.

Annual Report

CSCE will complete and file any annual reports required pursuant to Education Code §47604.33.

Assets

On closure of CSCE, all assets of CSCE, including but not limited to all leaseholds, personal property, intellectual property, and all ADA apportionments and other revenues generated by students attending CSCE, remain the sole property of CSCE and shall be distributed in accordance with the articles of incorporation upon the dissolution of the non-profit public benefit corporation.

Any assets acquired from the ACOE or ACOE property will be promptly returned to ACOE upon CSCE closure. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

Liabilities

On closure, CSCE shall remain solely responsible for all liabilities arising from the operation of CSCE.

Compliance

As the school is operated as a non-profit public benefit corporation, should the corporation dissolve with the closure of the school, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

Expenses

As specified by the Budget set forth in [Appendix 5](#), (Financial Documents) CSCE has established a reserve fund designated to be used to undertake any expenses associated with the closure procedures identified above.

End of Section P.

Q. ELEMENT 17: ADMINISTRATIVE ITEMS

***Governing Law:** The manner in which administrative services of the charter school are to be provided. Education Code Section 47605(h).*

CSCE provides its own administrative services through internal staff and appropriately qualified third-party contractors. Currently, CSCE has a Deputy Director holding the following responsibilities:

- Budget Creation / Fiscal Planning Services
- Cash Flow Management
- Local, State, and Federal Reporting
- Employee Benefits
- Planning & Management
- LEA Plans
- Compliance Reporting to County & State Grantors
- Training - Charter School Finance, Accounting & Operation Functions, Budgets, Financial Reports
- Property Tax Exemptions Filings

CSCE also contracts with Charter School Management Corporation (CSMC), a business and development company specializing in charter schools, for administrative and “back office” services including, but not limited to, the following:

- Complete Bookkeeping Services
- Audit and Compliance Preparation
- Payroll Services
- STRS Setup and Management
- Payroll Tax Payments
- Audit Preparations & Support
- Attendance Reporting
- Quarterly & Annual Filings of Tax Forms (IRS, EDD, etc.)

Additionally, CSCE also contracts with School Food and Wellness Group (SFWG), a full-service child nutrition consulting firm aimed at providing comprehensive professional services for both the National School Lunch Program (NSLP) and Afterschool (Supper) Program. SFWG’s services include, but are not limited to, the following:

- Food Program - Implementation & Claims Reporting
- Training (food program management)

At any time, CSCE may discuss the possibility of purchasing current services that ACOE provides, if applicable. If in such a case the County is interested, the specific terms and cost for these services will be the subject of a memorandum of understanding between the Charter School and the County and subject to County availability and willingness to provide such services.

The Charter School’s procedure for the selection of vendors involves a thorough evaluation of need, contractor qualifications, timeline for project, local experience, and cost of contract.

End of Section Q.

R. **ELEMENT 18: FACILITIES**

Governing Law: The facilities to be used by the charter school. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate. Education Code Section 47605(h).

CSCE holds a multi-year lease agreement with OUSD for its facilities currently located at 2111 International Boulevard in Oakland. See [Appendix 5E](#) (CSCE Facilities Use Agreement). The lease is set to expire on June 30, 2022. CSCE is confident the lease will be renewed. In the unlikely event the lease is not renewed, CSCE will request district facilities pursuant to Prop 39.

End of Section R.

S. ELEMENT 19: FINANCIAL AND OPERATIONAL PLAN

Governing Law: The petitioner or petitioners also shall be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. Education Code Section 47605(h).

1. **Financial Overview.** This element outlines the financial plan for CSCE covering year 11 of CSCE (2021/2022 school year) and the following (2) years (2022/2023 and 2023/2024 school years), including:

- a) Planning assumptions;
- b) Annual operating budgets;
- c) Cash flow projections; and
- d) Additional two (2) years of financial projections (2024/25 – 2025/26).

Overall, the financial plan will provide for adequate resources to support the mission and educational programs planned for enrollment anticipated in the covered periods as shown in this section below. Funding sources to be relied upon are primarily governmental grants and apportionments that are offered to other local schools, at historic and/or approved levels. Expenses are projected to incorporate all educational and administrative needs, based on existing program/service costs with a cost of living allowance for most significant items.

With a positive operating income and cash flows over the three (3) years presented, the overall fund balance of the school is anticipated to grow commensurate with the growth in operating income. This will allow CSCE to continue to build an operating reserve fund, greater than ten percent (10%) of annual operating expenses in a given year, to address potential economic uncertainty, unforeseen expenses, government funding changes or closure expenses. We refer you to [Appendix 5](#) (Financial Documents) for detail.

2. **Planning Assumptions.** Several key planning assumptions underlie the financial plan, including:

- a) Student enrollment: The number of students, by grade level and year of enrollment;
- b) Staffing: The administrative, teaching and other positions assumed;
- c) Facilities: The requirements for maintaining CSCE facilities;
- d) Revenue: Based on state and federal funding guidelines; and
- e) Expenses: Key categories budgeted and underlying assumptions, including capital expenditures.

3. **Student Enrollment.**

The CSCE financial plan is based on the enrollment plan described in the section above, entitled, “Targeted School Population.”

Total Enrollment	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Transitional Kindergarten	16	16	22	22	22
Kindergarten	28	28	28	28	28
1st Grade	30	30	30	30	30
2nd Grade	30	30	30	30	30
3rd Grade	30	30	30	30	30
4th Grade	30	30	30	30	30
5th Grade	30	30	30	30	30
6th Grade	30	30	30	30	30

7th Grade	28	30	30	30	30
8 th Grade	28	28	30	30	30
TOTALS:	280	282	290	290	290

4. Future Year Staffing.

The staffing plan calls for stable staffing across all programs commensurate with the number of students and classes.

STAFFING PLAN (IN FTES)					
	Year 11	Year 12	Year 13	Year 14	Year 15
Director	1.0	1.0	1.0	1.0	1.0
Administration	3.0	3.0	3.0	3.0	3.0
Teachers	10.0	10.0	10.0	10.0	10.0
Teaching Staff/Aides	7.50	7.50	7.50	7.50	7.50
Special Education Staff	3.0	3.0	3.0	3.0	3.0
Office Staff	2.0	2.0	2.0	2.0	2.0
Intervention Staff	1.0	1.0	1.0	1.0	1.0
Summer School²	5.0	5.0	5.0	5.0	5.0
TOTAL	31.0	31.0	31.0	31.0	31.0

5. Revenue. Revenue projections are based on several key assumptions:

- a) ADA;
- b) State and Federal Funding; and
- c) Other sources of revenue.

6. Average Daily Attendance. The ADA percentage in the Year 11 is assumed to be ninety-four percent (94.0%), conservative for an urban elementary school. The target ADA percentage for Years 12-15 is to ninety-six percent (96%), to reflect a three (3)-year track record at the 94.6% ADA level by 2024.

7. Local Control Funding Formula

² Funds permitting.

Local Control Funding Formula (LCFF) rates include state aid, Education Protection Account, and In-Lieu of Property Tax income. These revenues have been estimated using the FY2021-22 through 2025-26 projected funding rates (Fiscal Crisis & Management Assistance Team (FCMAT) calculator) adjusted for the current statutory COLA increases, per FCMAT and the Department of Finance. FCMAT currently estimates a 0% COLA in all projected years in its calculator.

The FCMAT calculator model is shown below for fiscal years 2021-22 through 2025-26.

The summary of student population, as shown below from the FCMAT calculator, is consistent with historical trends for the school, and no additional increases are assumed for 2025-26

Summary of Student Population				
	2021-22	2022-23	2023-24	2024-25
Unduplicated Pupil Population				
Enrollment	280	282	290	290
COE Enrollment	-	-	-	-
<i>Total Enrollment</i>	<i>280</i>	<i>282</i>	<i>290</i>	<i>290</i>
Unduplicated Pupil Count	231	233	240	240
COE Unduplicated Pupil Count	-	-	-	-
<i>Total Unduplicated Pupil Count</i>	<i>231</i>	<i>233</i>	<i>240</i>	<i>240</i>
Rolling %, Supplemental Grant	84.9700%	82.6600%	82.6600%	82.6600%
Rolling %, Concentration Grant	76.4800%	76.4800%	76.4800%	76.4800%
FUNDED ADA				
Adjusted Base Grant ADA	<i>Current Year</i>	<i>Current Year</i>	<i>Current Year</i>	<i>Current Year</i>
Grades TK-3	125.96	127.30	133.00	133.00
Grades 4-6	84.60	85.50	85.50	85.50
Grades 7-8	52.64	55.10	57.00	57.00
Grades 9-12	-	-	-	-
Total Adjusted Base Grant ADA	263.20	267.90	275.50	275.50
Necessary Small School ADA	<i>Current year</i>	<i>Current year</i>	<i>Current year</i>	<i>Current year</i>
Grades TK-3	-	-	-	-
Grades 4-6	-	-	-	-
Grades 7-8	-	-	-	-
Grades 9-12	-	-	-	-
Total Necessary Small School ADA	-	-	-	-
Total Funded ADA	263.20	267.90	275.50	275.50
ACTUAL ADA (Current Year Only)				
Grades TK-3	125.96	127.30	133.00	133.00
Grades 4-6	84.60	85.50	85.50	85.50
Grades 7-8	52.64	55.10	57.00	57.00
Grades 9-12	-	-	-	-
Total Actual ADA	263.20	267.90	275.50	275.50
<i>Funded Difference (Funded ADA less Actual AI)</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>

8. **Lottery Funding.** California Lottery funding includes a base of \$150 and an additional \$49 per Proposition 20 for a total of \$199.00 per ADA. This remains consistent as estimated by the School Services of California (SSC).

	Lottery Funding
--	------------------------

	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Base per ADA	\$150	\$150	\$150	\$150	\$150
Prop 20 per ADA	\$49	\$49	\$49	\$49	\$49
Total per ADA	\$199	\$199	\$199	\$199	\$199
Total Funding	\$52,377	\$53,312	\$54,825	\$54,825	\$54,825

9. **Mandate Block Grant.** Mandate Block grant funding has been estimated to remain flat with no increases from the 2020-21 amount. This funding is \$16.86 per ADA. This is a funding stream that must be opted into each year, and CSCE will continue to opt into this funding.

10. **Federal Funding.**

Title I. This funding is based on allocations from the California Department of Education (CDE), based on unduplicated pupil counts. Given the current economic uncertainty, this is projected to remain flat at the 2019-20 level, without increase per ADA.

Title II (Teacher Quality). This funding, additionally from the CDE and based on unduplicated pupil counts, is projected to remain flat at the 2019-20 level, without increase per ADA.

Title III Immigrant. This funding, additionally from the CDE and based on eligible immigrant pupil counts, is projected to remain flat at the 2019-20 level, without increase per ADA.

Title IV (Student Support and Academic Enrichment). This funding, additionally from the CDE and based on unduplicated pupil counts, is projected to remain flat at the 2019-20 level, without increase per ADA.

11. **Other Sources of Revenue.**

Fundraising. Site Fundraising at CSCE is projected to increase given increased family engagement and enrollment during the renewal period. In order to be conservative, CSCE has projected this revenue source to remain consistent at 2019-20 levels, or \$7,562 per annum.

Grant Revenues. Foundation grant revenue at CSCE has been traditionally strong, with over one hundred thousand dollars (\$100,000) received in each of the last three fiscal years. While plans to continue its relationships with foundations and private donors, this funding is estimated at \$75,000 annually. This estimate is a conservative approach to ensure the school is fully self-sustaining.

12. Expenses. Expenses for the school are estimated to be incurred in the following categories:

- a) Staffing (salaries, benefits and other payroll-related costs);
- b) Books and Supplies;
- c) Services and Other Operating Expenses; and
- d) Capital Expenditures, including Depreciation

13. Staffing. Budgets for compensation and benefits are based on the staffing assumptions above. Salaries have been budgeted based on existing 2020-21 pay rates, with a one to three percent (1-3%) increase for all employees in each year of the projections. Budgeted expenses for employee benefits represent amounts for retirement and health insurance benefits, with the following assumptions:

- a) Retirement
 - *Certified staff* - participate in STRS program for retirement, with expenses budgeted at the current projected rates (from sixteen and no hundredths percent (16.00%) of salaries in 2021-22 to eighteen and one tenth percent (18.1%) of salaries in 2023-24 and beyond); and
 - *Non-certified and after school program staff* - participate in Social Security program, with expenses for employer contributions for Social Security.

- b) Health Insurance
 - Full-time staff - fully subsidized, estimated at actual expense incurred plus an annual increase of five percent (5%), up to a maximum of nine thousand four hundred eighty-one dollars (\$9,481) per employee;
 - Part-time employees - partially subsidized, proportionate to full-time staff costs;

Additionally, the annual budgets include expenses for Medicare (one and forty-five hundredths percent (1.45%) of salaries), State Unemployment insurance (four and eight tenth percent (4.8%) of salaries) and workers compensation insurance (one and six tenth percent (1.6%) of salaries).

14. Books and Supplies, Services and Operating Expenses, Capital Expenditures.

These budget items have been estimated based upon the actual figures in 2020-21, with California CPI increases between one and seven tenths percent (1.7%) and two and one tenths percent (2.1%) annually, per SSC.

15. Annual Operating Budgets.

The Annual Operating Budgets for Year 11 and following four (4) years are outlined below and detailed in Appendix 5 (Financial Documents):

CATEGORY	2021-22	2022-23	2023-24	2024-25	2025-26
Revenues	\$3,440,293	\$3,486,495	\$3,574,105	\$3,574,105	\$3,574,105
Expenses	<u>3,213,233</u>	<u>3,306,580</u>	<u>3,389,228</u>	<u>3,454,153</u>	<u>3,542,778</u>
Operating Income	<u>\$227,060</u>	<u>\$179,915</u>	<u>\$184,877</u>	<u>\$119,952</u>	<u>\$32,328</u>

16. Cash Flow Analysis.

Cash flow projections for Year 11 and following four (4) years of operation are summarized below and reflect the most current information regarding scheduled apportionment distributions and operating expenses. Detailed monthly cash flow projections are provided in Appendix 5 (Financial Documents).

CATEGORY	Year 11	YEAR 12	YEAR 13	YEAR 14	YEAR 15
Cash flow from Operations	\$285,703	\$238,558	\$243,520	\$178,595	\$90,971
Net Working Capital (A/R)	\$371,617	\$406,219	0	0	0
Loan Proceeds	0	0	0	0	0
Loan Repayments	<u>0</u>	<u>\$428,488</u>	<u>0</u>	<u>0</u>	<u>0</u>
Net Cash Flow	\$657,320	\$216,289	\$243,520	\$178,595	\$90,971
Beginning Cash Balance	<u>\$631,216</u>	<u>\$1,288,536</u>	<u>\$1,504,825</u>	<u>\$1,748,345</u>	<u>\$1,926,940</u>
Ending Cash Balance	<u>\$1,288,536</u>	<u>\$1,504,825</u>	<u>\$1,748,345</u>	<u>\$1,926,940</u>	<u>\$2,017,911</u>

17. Additional Two Year Financial Projections.

The assumptions for revenue and expenditures for Year 14 and Year 15 of CSCE’s operations are discussed in this Section 5 and detailed operation budgets are included in Appendix 5 (Financial Documents).

18. Financial Reporting. CSCE shall provide reports to the County Superintendent of Schools as follows in accordance with Education Code Section 47604.33, and shall provide additional fiscal reports as requested by the County:

1. By July 1, a preliminary budget for the current fiscal year.
2. By July 1, an annual update (LCAP) required pursuant to Education Code Section 47606.5.
3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of CSCE’s annual, independent financial audit report for the preceding fiscal year shall be delivered to the State Controller, California Department of Education and County Superintendent of Schools.
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
5. By September 15, a final unaudited report for the full prior year. The report submitted to the County shall include an annual statement of all of CSCE’s receipts and expenditures for the preceding fiscal year.

CSCE will provide reporting to the County as required by law and as requested by the County including, but not limited to, the following: California Basic Educational Data System (CBEDS), actual Average Daily

Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605(m), the School Accountability Report Card (SARC), and the LCAP.

CSCE agrees to and submits to the right of the County to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

Pursuant to Education Code Section 47604.3, CSCE shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the County.

End of Section S.

S. **IMPACT STATEMENT**

Governing Law: Potential civil liability effects, if any, upon the charter school and upon the school district. Education Code Section 47605(h).

Estimated Number of Students.

In 2019-20, CSCE enrolled 249 students.

ACOE Support Service.

With respect to generally required support services which would include, but not by way of limitation, payroll, accounting and budgeting, attendance accounting, fiscal reporting, contracts management, and purchasing (“**Support Services**”), CSCE does not plan to procure Support Services from ACOE at this time. However, CSCE reserves the right to procure Support Services from ACOE in the future. CSCE will provide, where applicable, ACOE a copy of its Support Services agreement with its Support Services vendors. To the extent CSCE procures Support Services from ACOE, it will negotiate, in good faith, with ACOE, as is applicable, agreements detailing the Support Services to be provided and the fees, if any, owed to ACOE.

Process and Policies between CSCE and ACOE.

CSCE will work with ACOE, in good faith, to establish the processes and policies need to facilitate operation of CSCE and the relationship of CSCE and ACOE.

Request for District Owned Facilities and Contingency Plan.

CSCE has occupied its current location since July 30, 2012. It secured a multi-year lease on the OUSD-owned facility on June 24, 2015. We refer you to [Appendix 5E](#) (CSCE Facilities Use Agreement) which evidences our lease. This lease began on July 1, 2015 to June 30, 2017 and was extended with consent of the OUSD board and is set to expire on June 30, 2022.

Deeply rooted in the local community through our mission and our networks, CSCE plans to remain in this location. CSCE has already been working with the OUSD towards that goal and held its first meeting to discuss 2022 Lease Renewal in October 2019 with OUSD Executive Director, Enrollment and Charter Schools, Ms. Sonali Murarka and CCSA Director, Aron Michalski. CSCE feels confident we will have our lease renewed. In the event that lease negotiations fail to reach this outcome, CSCE would apply for district facilities via Prop 39, whereby OUSD would be legally obligated to provide CSCE with reasonably equivalent facilities each year in which CSCE submits a legally-compliant Prop 39 facilities request.

Facilities Key Lease Provisions.

CSCE will provide ACOE with key terms of any facilities lease.

Risk Management.

CSCE will procure, from an insurance carrier licensed to do business in the State of California or a qualified joint power agreement registered with the California Department of Industrial Relations Joint Partnership Agreement and keep in full force during the term of the renewed Charter, insurance coverage concerning itself. Such coverage will meet the minimum requirements agreed to in the memorandum of understanding to be entered into between the County Board, ACOE and CSCE. The County shall be named an additional insured on the general liability insurance of CSCE. CSCE is in the process of obtaining quotations for the following coverage:

Property Insurance.

Property insurance covering damage, destruction or loss personal property owned by CSCE or located at premises occupied by CSCE, providing for replacement value and the loss of use of such property, which will include all assets listed in the applicable property inventory and consumables.

General Liability

Two million dollars (\$2,000,000) per occurrence and five million dollars (\$5,000,000) in total general liability insurance, providing coverage for negligence, errors and omissions/educators legal liability, abuse and molestation, and employment practices liability of CSCE, its governing board, officers, agents, employees, or students of CSCE. The deductible per occurrence for said insurance not to exceed twenty thousand dollars (\$20,000) for any and all losses resulting from negligence, errors and omissions of CSCE, its governing board, officers, agents, employees, or students.

Workers' Compensation

Workers Compensation insurance coverage meeting the provisions of the California Labor Code, insurance adequate to protect CSCE from claims under Workers' Compensation Acts which may arise from its operation of a charter school, with statutory limits.

Automobile Insurance

Automobile insurance coverage to the extent necessary and in amounts appropriate for the type and use of any automobile.

Director and Officer

CSCE's corporate bylaws provide for indemnification of CSCE's Board members and officers. CSCE will procure Director and Officer insurance coverage.

Fidelity Bond

CSCE currently plans to procure reasonable and customary fidelity insurance to cover losses of money, securities or inventory resulting from crime.

Potential Civil Liability Effects.

CSCE is operated as a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(d), an authority that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. CSCE shall work diligently to assist the County in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other County-requested protocol to ensure the County shall not be liable for the operation of CSCE.

CSCE shall hold harmless and indemnify ACOE in accordance with the terms of the memorandum of understanding to be entered into between ACOE, County Board, and CSCE.

The corporate bylaws of CSCE shall provide for indemnification of CSCE's Board, officers, agents, and employees, and CSCE maintains general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks.

The CSCE Board institutes appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

End of Section T.