Community School for Creative Education

CSCE Board Retreat - Sunday, June 12th, 2022

Date and Time

Sunday June 12, 2022 at 10:00 AM PDT

Location

Join Zoom Meeting

https://zoom.us/j/95930595187?pwd=OTVYM1lFNG5YNTVjRk9tTEJwM1Nkdz09

Meeting ID: 959 3059 5187 Passcode: CSCE2111

Rudolf Steiner, Motto of Social Ethics, 1920 (at end of first full year of first Waldorf School founded 1919)

The healing social life is found when in the mirror of each human being the whole community finds its reflection, and when in the community the strength of each one is living.

La vida social saludable se encuentra cuando en el espejo de cada ser humano la comunidad entera se encuentra reflejada y en la comunidad vive la virtud de cada uno.

尋找到健康之社交生活, 就是當每個人對著鏡子 能從整個社區的影像中找 到自己的反映, 這樣在社區內每人都能活出精彩。

Heilsam ist nur, wenn Im Spiegel der Menschenseele sich bildet die ganze Gemeinscaft Und in der Gemeinschaft Lebet der Einzel Seele Kraft

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.

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.

Objective and 5 BIG GOALS

CSCE annual objective is reaching 80% proficiency in ELA and Math for all student groups grades 3-8 measured by NWEA MAP.

To achieve this school-wide objective over the next two years,
the CSCE has FIVE BIG GOALS

Goal #1: Develop Waldorf-inspired, Common Core-aligned and equity-focused curriculum;
Goal #2: Test and document Waldorf-inspired, Common Core-aligned practices as measured in student and adult learning outcomes;
Goal #3: Maintain a well-operated school environment in Operations, HR and Budget;
Goal #4: Maintain effective community outreach (including parents, community partners, policy and research community); and
Goal #5: Launch long-term fundraising strategy for scale-up with financial stability

Agenda

I.   **Opening Items**

    A.   Record Attendance

    B.   Call the Meeting to Order

    C.   Agenda Approval

    D.   Public Comment

II.   **Consent Agenda**

A. Resolution of Findings under AB 361

The Board of Trustees of Community School for Creative Education, in regards to AB 361, has reconsidered the circumstances of the State of Emergency and makes this finding that

the State of Emergency continues to directly impact the ability of members as well as the community to meet safely in person. Therefore, let it be resolved that meetings for the next 30 days forward from the date of this Resolution, for the Community School for Creative Education Board of Trustees and its committees, will continue to take place exclusively via teleconference.

B. Approve Minutes - Board Meeting - Monday, June 6th, 2022

C. Approve 2022-23 Academic Calendar

III. Business

A. Approve Consent Agenda

IV. Key School Committee Updates

A. Governance Committee

B. ED Support & Evaluation Committee

C. Development Committee

D. Academic Excellence Committee

E. Finance Committee

F. Ad Hoc Facilities Committee

V. Governance

A. Head of School Candidate

B. 2022-2023 Declaration of Need for Fully Qualified Educators

C. LCAP Supplement Template

D. 2022-23 LCAP

E. 2022-23 Budget

    F.   CharterSafe Renewal

    G.   403b Retirement Plan

VI.   Other Business

    A.   Next Board Meeting 6p-8p Monday, August 1, 2022

    B.   Board Calendar 2022-2023

    C.   Board Annual Retreat 11a - 1p (same Zoom link) Sunday June 12, 2022

VII.   Closing Items

    A.   Adjourn Meeting

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Coversheet

Approve Minutes - Board Meeting - Monday, June 6th, 2022

Section: II. Consent Agenda
Item: B. Approve Minutes - Board Meeting - Monday, June 6th, 2022
Purpose: Approve Minutes
Submitted by:
Related Material:
Minutes for CSCE Board Meeting - Monday, June 6th, 2022 on June 6, 2022

Community School for Creative Education

Minutes

CSCE Board Meeting - Monday, June 6th, 2022

Date and Time
Monday June 6, 2022 at 6:00 PM

Location
Join Zoom Meeting https://zoom.us/j/95930595187?
pwd=OTVYM1lFNG5YNTVjRk9tTEJwM1Nkdz09

Meeting ID: 959 3059 5187

Passcode: CSCE2111

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Goal #4: Maintain effective community outreach (including parents, community partners, policy and research community); and
Goal #5: Launch long-term fundraising strategy for scale-up with financial stability

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Directors Present
A. Barnes (remote), A. Prentiss (remote), G. Lowe (remote), G. Pang (remote), L. Morones, M. Candido (remote), S. Richardson Baker (remote)

Directors Absent
V. Navarro

Directors who arrived after the meeting opened
G. Lowe, L. Morones

Guests Present
I. Oberman (remote), K. Palmore (remote), R. Alcantar (remote)

I. Opening Items

A. Record Attendance

B. Call the Meeting to Order

S. Richardson Baker called a meeting of the board of directors of Community School for Creative Education to order on Monday Jun 6, 2022 at 6:12 PM.

C. Agenda Approval

A. Barnes made a motion to Approve the Agenda and move May Minutes out of Consent Agenda for Board to review.
G. Pang seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

G. Lowe   Absent

Roll Call

A. Prentiss	Aye
S. Richardson Baker	Aye
M. Candido	Aye
G. Pang	Aye
V. Navarro	Absent
A. Barnes	Aye
L. Morones	Absent

D. Public Comment

II. Consent Agenda

A. Resolution of Findings under AB 361

A. Barnes made a motion to Approve Consent Agenda.
M. Candido seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

V. Navarro	Absent
S. Richardson Baker	Aye
G. Lowe	Absent
G. Pang	Aye
L. Morones	Absent
M. Candido	Aye
A. Barnes	Aye
A. Prentiss	Aye

B. May 2022 Check Register

A. Barnes made a motion to Approve May 2022 Check Register.
M. Candido seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

S. Richardson Baker	Aye
M. Candido	Aye
G. Pang	Aye
A. Prentiss	Aye
L. Morones	Absent
A. Barnes	Aye
V. Navarro	Absent
G. Lowe	Absent

G. Lowe arrived.

C. Approve Minutes - Board Meeting - Monday, May 9th, 2022

A. Barnes made a motion to approve the minutes from CSCE Board Meeting - Monday, May 9th on 05-09-22.

M. Candido seconded the motion.

Board Secretary will review recording and include information based on recording

The board **VOTED** unanimously to approve the motion.

Roll Call

M. Candido	Absent
A. Barnes	Aye
V. Navarro	Absent
G. Lowe	Aye
A. Prentiss	Aye
S. Richardson Baker	Aye
L. Morones	Absent
G. Pang	Aye

III. Governance

A. Board Member Nominee Ms Allegra Allesandri

A. Prentiss made a motion to Accept Ms Allegra Allesandri's nomination to join CSCE Board.

A. Barnes seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

A. Prentiss	Aye
G. Lowe	Aye
L. Morones	Absent
S. Richardson Baker	Aye
G. Pang	Aye
V. Navarro	Absent
M. Candido	Aye
A. Barnes	Aye

B. Instruction Partners Contract 22-23

A. Barnes made a motion to Approve Instruction Partners Contract 22-23.

M. Candido seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

G. Pang	Aye
A. Prentiss	Aye
S. Richardson Baker	Aye
G. Lowe	Aye
M. Candido	Aye
V. Navarro	Absent

Roll Call

A. Barnes	Aye
L. Morones	Absent

C. Oakland Enrolls Contract 22-23

A. Prentiss made a motion to Approve Oakland Enrolls Contract 22-23.
G. Lowe seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

A. Prentiss	Aye
G. Lowe	Aye
L. Morones	Absent
G. Pang	Aye
M. Candido	Aye
A. Barnes	Aye
V. Navarro	Absent
S. Richardson Baker	Aye

D. Report on Head of Schools Search

L. Morones arrived.

E. Executive Director Report

IV. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 7:17 PM.

Respectfully Submitted,
S. Richardson Baker

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Coversheet

Approve 2022-23 Academic Calendar

Section: II. Consent Agenda
Item: C. Approve 2022-23 Academic Calendar
Purpose: Vote
Submitted by:
Related Material:
CSCE 2022-23 Academic School Calendar_Updated5312022 - 2022-2023 Academic Calender.pdf

2022 - 2023
Academic Calender

Community School for Creative Education

updated: 5.31.2022

JULY
S	M	T	W	T	F	S
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AUGUST
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July 4	Independence Day
Aug 1-5	All Staff Professional Development (No School)
Aug 8	**First Day of School**
Aug 24	Back to School Night TK - 3
Aug 31	Back to School Night 4 - 8
Sept 5	Labor Day
Sept 9	All Staff Professional Development
Sept 30	Picture Day

OCTOBER
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Oct 10	Indigenous People's Day
Oct 28	All Staff Professional Development (No School)
Nov 11	Veteran's Day
Nov 14 - 15	Parent Conferences (Minimum)
Nov 16	Parent Conferences (No School)
Nov 18	Retakes Picture Day
Nov 21-25	Thanksgiving Recess
Nov 28	**Return to School**
Dec 19-30	Winter Recess

Jan 2	Winter Recess
Jan 3	All Staff Professional Development (No School)
Jan 4	**Return to School / Minimum Day**
Jan 16	Martin Luther King, Jr. Day
Feb 17	All Staff Professional Development (No School)
Feb 20	President's Day
Mar 2	Parent Conferences (Minimum)
Mar 3	Parent Conferences (No School)
Mar 9	Spring Picture Day
Mar 28	Graduation Picture Day
Mar 31	Cesar Chavez Day

JANUARY
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Apr 3-7	Spring Break
Apr 10	**Return to School**
Apr 18	Panoramic Picture Day
May 19	All Staff Professional Development (No School)
May 22 - 25	Minimum Day
May 25	**Last Day of School Minimum Days**
May 26, 30, 31	Staff work day
May 29	Memorial Day Holiday
June 5	**Start Summer Session**
June 19	Juneteenth Holiday
June 30	**End of Summer Session**

Minimum Day	Return to School
Non-School Day	**End Trimester**

176 Instructional Days

Grading Period Dates
Individual student report cards will be sent home within one week of trimester end.

Sept 16	Mid-term progress report
Nov 4	End 1st Trimester
Jan 13	Mid-term progress report
Feb 24	End 2nd Trimester
Apr 14	Mid-term progress report
May 25	End 3rd Trimester

School Hours
8:00 AM - Breakfast available in Cafeteria
8:30 AM - School Day begins for **all** students (TK-8)
2:30 PM - Dismissal for **Transitional Kindergarten** and **Kindergarten**, *except Wednesdays*
3:30 PM - Dismissal for **1st-8th grades**, *except Wednesdays*
12:45 PM Wednesdays - Dismissal for **all** students

Pending Board approval on 6/12/2022.
Subject to change due to COVID-19 & potential County, State, and Federal Guidelines.

Coversheet

Development Committee

Section: IV. Key School Committee Updates
Item: C. Development Committee
Purpose: Discuss
Submitted by:
Related Material: End of year CSCE fundraiser.pdf

Coversheet

Head of School Candidate

Section: V. Governance
Item: A. Head of School Candidate
Purpose: Vote
Submitted by:
Related Material:
Phillip_Gedeon_Cover_Letter_Community_School_for_Creative_Education_Head_of_School_5.24
.2022_524202242610PM.pdf
PhillipGedeonResume_Updated_04_2022_5242022105507AM.pdf

May 24, 2022

To Whom It May Concern,

It is with great interest and enthusiasm that I am applying for the position of Head of School, with Community School for Creative Education. I have experience in supporting Principals and Chief Executive Officers in leading a school and/or organization to excellence. In my current roles as an Educational Consultant and Chief of Schools Officer, I assist school leaders in analyzing assessment data, conducting classroom observations, facilitating school-wide instructional focus to increase student achievement, and guiding principals to connect teachers to resources to improve instruction. Having served in various leadership roles within high-performing schools and charter management organizations throughout California makes me highly qualified to perform the responsibilities of Head of School.

As noted on my resume, I hold a Masters of Arts in School Administration, Certificate of Eligibility for the Administrative Services Credential and a CA Clear Single Subject Teaching Credential in Mathematics. My greatest strengths and expertise include but not limited to: collaborative leadership, strategic planning, empowering educators to develop their leadership and instructional skills, implementing common core standards in all subjects, the ability to maintain and foster new partnerships, designing and facilitating highly effective professional development, managing and supporting instructional coaches, increasing student achievement, and deep knowledge of instructional pedagogy.

As an Educational Consultant and Chief of Schools Officer, I provide leadership and direction for the planning of goals, implementation, improvement, and evaluation of the instructional program for the schools I work with and supervise. I assess the leadership capacity of each principal and their leadership teams to monitor school and student performance on metrics aligned to the Charter/District's defined performance measures. I *always* work collaboratively with school leaders to provide coaching and feedback to teachers while providing principals with resources that help teachers improve instruction.

As a member of the Executive Leadership Team, I provide leadership, advice, and assistance to the Superintendent of Leadership Public Schools in the planning for implementation and monitoring of Board direction, policies, district goals, school financial budgets, data analysis LCAP and Strategic Plan. I directly supervise the teaching and learning team where I provide fiscal oversight of all academic programming and grants, Special Education services and school site funding. Lastly, I coordinate and manage the alignment of school support, effective use of time, quality of service, and customize support for each school based on the operational and instructional needs of the school and organizational goals of the CMO.

As a High School Principal, I have challenged the status quo on the level to which students of low socio-economic status can obtain high levels of academic achievement and have a proven track record of success in getting low performing students to be college bound. I am part teacher, part leader, part change agent, and part facilitator. By wearing these multiple hats every day, I was able to establish a clear vision of what breakthrough instruction looks like at Synergy Quantum Academy by bringing my expertise of leveraging data, standards, and assessments in

1

order to drive instruction. I increased the instructional capacity of my teachers by creating a culture of leaders that were comfortable with data analysis, self-reflection and daily collaboration to better their practice.

I have extensive knowledge and expertise on how to create a school culture that is college bound. In my tenure as Principal, below are highlights of a few successes:

- Increasing the 9th grade promotion rate (72% to 85%)
- Maintaining high graduation rates (99%, 95%, 92%)
- High-Reclassification rates of English-Learners than LAUSD (3 consecutive years)
- Increasing student enrollment (220 applications for 120 9th grade seats)
- Maintaining high student enrollment into college (90% of students attending)
- Recipient of US News Best High School Award (3 consecutive years)

As the Head of School, I will bring visionary leadership to oversee all aspects of school oversight and management to ensure strategic direction and support for the growth and development of Community School for Creative Education. With my expertise in instructional pedagogy and coaching, I will lead school-site administrators in achieving breakthrough results for students by establishing regular routines of using data to inform, prioritize, and take action on student achievement. To develop and implement a 21st century instructional program that is needed for our students to be competitive in a global society, I look forward to collaborating with all constituencies on how to support strong standards-based data-driven instruction through various platforms as a means for differentiating learning for struggling and high-performing students.

Students *can* learn if given a positive learning atmosphere that welcomes exploration and enhances student confidence. It is my belief that an educator's mission is to make school enjoyable and exciting—if students look forward to attending school, they will *want* to LEARN. Educators are a part of the most rewarding and challenging profession. We have the ability to shape and impact the future. Students need to be the priority and focal point for all educators at all times.

I look forward to talking to you about this exciting opportunity.

Sincerely,

Phillip Gedeon

2

PHILLIP JAMES GEDEON

5050 Hacienda Drive Apt 532
Dublin, CA 94568

Cell # 424-298-0862
E-Mail phillipgedeon@gmail.com

EDUCATION

Loyola Marymount University, Los Angeles, CA   May 2009
Major: Masters of Arts in School Administration

Connecticut College, New London, CT   May 2005
Major: Bachelors of Arts in Mathematics and Race Relations

CERTIFICATION

Clear Single Subject Teaching Credential: Mathematics, State of California   July 2011 - Present
Certificate of Eligibility for the Administrative Services Credential, State of California   May 2009 - Present
Crosscultural, Language and Academic Development Permit, State of California   July 2008 - Present
Advanced Placement Certified, College Board   August 2007 - Present

LEADERSHIP EXPERIENCE

Leadership Public Schools, Oakland   July 2020 – March 2022

Chief of Schools
- Provide leadership, advice, and assistance to the Superintendent in the planning for implementation and monitoring of Board direction, policies, district goals, LCAP and Strategic Plan related to assigned responsibilities
- Provide vision and strategic direction for the District's curriculum, instruction and school improvement initiatives, aligned with the long term strategy to improve student achievement and narrow the achievement gap between racial, ethnic and economic groups;
- Contribute to the development of LPS Public Schools strategic goals and objectives as well as the overall management of the organization
- Effectively communicate and present critical school data at select Board of Directors and committee meetings
- Directly manage all members of the Teaching & Learning Team, including school teams
- Provide leadership on talent assessment and selection for new leaders across the organization
- Oversee annual school planning processes to include goal-setting, budget and staffing at each school, School Leader Management, Development and Support
- Build capacity of school leaders using LPS's core competencies for leadership
- Evaluate School Leaders; provide feedback in real time ways to address areas of growth
- Assist school leaders in organizational planning and design, to clearly define roles, functions, goals and accountability
- Assist School Leaders in evaluating the effectiveness of programs as well as identifying and acquiring appropriate program resources to ensure that curricula are student-focused and aligned with school's missions, core values, academic standards, and strategic goals.
- Ensure that school leadership teams leverage distributed leadership such that teacher capacity is strengthened and student achievement increases.
- Consult with principals and school leadership teams to design systems, structures, and processes to support distributed leadership
- Train Assistant Principals, Instructional Coaches, and Teacher Leaders in best practices for leading teams, establishing strong adult culture, designing and facilitating professional development, data analysis, and coaching using an observation and feedback model
- Provide regular, in-person coaching and other support instructional leaders as they conduct formal classroom observations, and provide feedback to teachers.

Page 1 of 7

• Lead strategy and high-level of implementation of restorative, non-oppressive practices and policies that affirm students within all schools that ensures a healing-centered approach to addressing the impacts of trauma

• Ensure compliance with all relevant regulations and laws. Provide fiscal oversight of Academics, Special Education and School Site teams

ISANA Academies, Los Angeles   June 2019 – June 2020

Director of   • Assists the CEO in the general planning, organization and management of the CMO.
School Services   • Supervises the development of all courses of study and curriculum guides and oversee their adaptation

    and implementation throughout the District in accordance with Education Codes and District policy
- Coordinates programs and services with other Director of School Services and CMO Leaders to promote effective vertical and horizontal articulation with all K-12 schools.
- Supervises, evaluates, counsels, and assists assigned managers in the organization and the daily operation of the schools and instructional programs.
- Through regular collaboration with CMO Leaders review, audit, observe, monitor, counsel, assist, and

    evaluate the performance of assigned K-8 Principals and Site-Administrators.
- Direct, support, and promote instructional leadership training and mentoring program for principals, vice principals, and aspiring leaders.
- Coordinates the development, implementation and evaluation of the CMO's LCAP.
- Participates in the planning, research, development, implementation, and evaluation of the CMO's instructional programs in accordance with Education Codes and District policy.
- Provides relevant and accurate information as appropriate to meet the need of the Board of Trustees, CEO, Principals and other staff including government and private service agencies, the community, and others in need.
- Models a service approach in all schools, carefully balancing autonomy and consistency of practice.
- Assists in guiding school leaders in successfully preparing for oversight, accreditation and charter renewal processes (including WASC accreditation) and participate in associated school visits.
- Serves as an advocate and mutual conduit between site principals and CMO Leaders to optimize communication, outcomes and services.
- Supports and directs quality implementation and effectiveness of school plans that are aligned to the ISANA's Vision, Mission and Goals through individualized support and collaborative principals' meetings.
- Understand and interpret performance data to identify areas for development, and share and support implementation of best practices across schools.
- Build capacity of school leaders to ensure effective teaching and learning aligned to ISANA's leadership and teaching frameworks.
- Supports and direct school leaders in developing and maintaining positive relationships with parents, advocates, and community organizations.
- Oversees the instructional priorities by school sites and coordinates the deployment of resources to teachers and school leaders.
- Ensure school leaders effectively use assessment data and results to drive school goals and initiatives.
- Ensure the alignment of school support, effective use of time, quality of service, and customized supports for each school based on the operational and instructional needs of the school and organizational goals of the CMO.
- Coordinates and oversees the selection process and subsequent recommendations for adopted

   textbooks

    and supplementary instructional books, materials, equipment, and supplies.

Page 3 of 7

Oakland School for the Arts, Oakland   June 2018 – June 2019

Chief Academic
Officer
- Serves as the chief instructional leader for the organization.
- Provides leadership in the evaluation of instructional methods and programs, and recommends such changes and improvements as are needed.
- Assists with all assessment and accountability programs, data analysis, interpretation and action plans.
- Provides leadership and effective management in all areas of teaching and learning, curriculum development, data analysis, and professional development.
- Leads, guides and directs members of the administrative, instructional, and supportive service team in setting and achieving high standards of excellence in educational programs and operating

systems.
- Ensures that instructional leaders and teachers receive outstanding coaching and professional

  development that accelerates their own growth and the academic achievement of their students.
- Serves on Oakland School for the Arts' Executive Team; help drive organizational strategic decisions that will ensure Oakland.
- School for the Arts is able to grow while still providing the highest quality education for students.
- Serves as a critical thought-partner to the Executive Director and Executive-Team, providing sound counsel and maintaining confidentiality.
- Directs and coordinates all matters related to school selected curriculum, state frameworks, and content standards.
- Provides vision and leadership with the implementation of professional learning communities (PLC), professional development, and curriculum for Grades 6 through High School Education programs, including the selection, adoption and implementation of instructional materials.
- Provides leadership and support for departments on the integration of technology to improve student achievement.
- Working with teachers, counselors and principal to implement best instructional practices, monitor student achievement, differentiate instruction, and advise on master schedule build.
- Communicate regularly with the Director of Special Education regarding student achievement, curriculum development and professional development for teachers of students with disabilities.
- Direct and coordinate English Language Development annual testing, curriculum and instruction.
- Serves as a liaison for the school with city and county agencies, and other allied school-community groups and organizations.
- Serves as a liaison to consultants, colleges and universities, and other agencies that partner with Oakland School for the Arts.

Synergy Quantum Academy, Los Angeles   July 2014 – June 2017

Director/Principal
- Served as the instructional leader of the school by assuming primary responsibility for curriculum, instruction and discipline.
- Mentored and supported teachers by conducting frequent classroom observations and providing timely feedback based on observations.
- Evaluated and coached teachers and staff (57 employees) in accordance with organizational policy, including implementing support plans when necessary.
- Regularly collected, analyzed, and shared data to drive student achievement and inform instructional practices.
- Oversaw/coordinated after school intervention, Saturday school, and/or summer school programs.
- Coordinated and facilitated weekly Professional Development and staff meetings.
- Organized parent meetings and workshops both during the school day and in the evenings and weekends.
- Oversaw/coordinated the LAUSD Oversight and WASC Accreditation process.
- Monitored the compliance and effectiveness of the school's special education programs and services by working with the Director of Special Education and Student Services and the school site's Special Education team.
- Developed the annual master schedule for instructional programs, ensuring sequential learning experiences for students consistent with the school's philosophy, mission statement and instructional goals.

Page 4 of 7

- Oversaw the implementation of student testing programs, including Smarter Balance Testing, PSAT, SAT/ACT, and AP tests.
- Managed and oversaw the school's budget.
- Developed and maintained partnerships with community members, businesses, and organizations.
- Assumed responsibility for enrollment of all students in the school.
- Served as the main liaison between the school and the school's authorizer.
- Served as the main liaison between the school and Synergy's Board of Directors, including submitting written reports on the school's operations to the Board of Directors.
- Developed clearly understood procedures and provided regular drills for emergencies and disasters
- Established schedules and procedures for the supervision of students in classroom and non-classroom areas (including before and after school).

Alliance College-Ready Public Schools, Los Angeles   June 2012 – June 2014

Director
of Math
Instruction

- Supported the development of high-quality math instruction in all 22 schools district-wide.
- Supported and monitored the growth and practice of district-wide teacher leaders and coaches.
- Analyzed benchmark data and standard classroom practice to develop, implement, and monitor a district-wide plan for increasing student achievement.
- Developed annual district-wide professional development plans aligned to high priority initiatives, expected teacher outcomes, and Common Core Content & Practice Standards.
- Continuously tracked and analyzed student achievement data to identify needed supports and strategies.
- Trained, supervised, and evaluated Mathematics Common Core Implementation Coaches.
- Developed, facilitated, and implemented common core training to math teachers and principals.
- Served as the secondary mathematics instructional programs liaison between the home office and 22 school-sites.
- Brokered partnerships with external partners (Gates Foundation & Loyola Marymount University).
- Obtained Common Core Black Belt Certification via The Common Core Institute; Engaging in Pearson Common Core Systems of Courses training.
- Supported and sustained existing effective math practices, including math support and intervention initiatives; Reviewed and guided selection of effective math instructional resources.
- Conducted joint classroom observations and evaluations with school-site principals using The College-Ready Promise (TCRP) Rubric to identify areas of strength and growth.

Aspire Public Schools, Los Angeles, CA   June 2010 – June 2012

Instructional
Secondary
Mathematics
Coach

- Organized and facilitated differentiated instructional professional developments for teachers.
- Co-planed standards-based lessons; Co-taught and modeled math instructional guidelines.
- Scheduled, conducted and debriefed classroom observations regularly using The College Ready Promise (TCRP) Rubric to identify areas of strength and growth.
- Developed, implemented and evaluated Interim Assessments for Geometry, Pre-Calculus, and CAHSEE.
- Organized and facilitated summer training for new teachers.
- Assisted and supported classroom teachers in analyzing formative and summative assessment results to determine areas of growth and coordinate appropriate instructional materials and techniques to improve student performance.
- Evaluate the effectiveness of the instructional program and make recommendations for improvement.
- Worked with principals and math leads to assist with planning and implementation of the school's professional development plan as needed.
- Facilitated data talks for principals and teachers on Interim Assessments.

West Adams Preparatory High School, Los Angeles, CA   August 2007 – June 2010

Mathematics
Department Chair
- Organized and facilitated monthly department meetings on integrating graphing calculators, Geometer Sketchpad and PowerPoint within the curriculum to enhance student learning.
- Developed quarterly departmental course offering in collaboration with the head counselor.
- Developed, implemented and evaluated departmental common final exams; 100% of teachers participated in administering and analyzing common errors.
- Developed intervention program for 9th grade Algebra I resulting in 83% of students successfully completing Algebra I.

Testing Coordinator
- Developed and implemented testing schedules and proctor trainings; Oversee the inventory and packing of testing materials.
- Collaborated with the administrative team to develop and facilitate a student investment guide for students to analyze previous year's test scores and setting target scores for this year's test.
- Planned and coordinated the implementation of the state mandated tests.

Alain Leroy Locke High School, Los Angeles, CA   June 2006 – June 2007

Attendance
Coordinator
- Developed, implemented, and evaluated school-wide student attendance protocol; Organized and facilitated over 100 parent conferences in which individualized attendance plans for 60 students were outlined.
- Published monthly attendance report to inform teachers, administrators and parents of attendance trends for the students on the individualized attendance plan.
- Worked cooperatively and closely with members of the Administrator of Attendance and the Pupil Services and Attendance Counselor to identify and provide advocacy, child welfare and attendance services to students.
- Developed and maintained school site attendance plans and incentive programs.

TEACHING EXPERIENCE

Synergy Quantum Academy, Los Angeles, CA   July 2014 – June 2017

Secondary
Mathematics
Teacher
- Taught remedial classes during the summer and school year (Algebra I, Geometry and Algebra II) to at-risk students with a 75% or higher pass rate.
- Modeled best practices on how to reengage at risk students in the classroom.
- Modeled to the Math Department how to incorporate writing strategies and opened-ended math problems on summative assessments.
- Modeled Teach Like a Champion classroom management & student accountability strategies.

Teach For America/Los Angeles Unified Public Schools, Los Angeles, CA   June 2005 – June 2010

Secondary
Mathematics
Teacher
- Recruited and selected to serve in the national corps comprised of exceptional recent college graduates to teach for two years in this nation's most under-resourced and struggling urban and rural public schools.
- Designed and implemented lessons for student learning of content material in Algebra I & II, Geometry, Pre-Calculus and CAHSEE Prep.
- Backwards planned units and project-based learning using Understanding by Design.
- Selected to pilot the Geometry Periodic assessment for Los Angeles Unified Public Schools.
- Redesigned and published geometry curriculum for Teach For America for Summer School geometry courses taught in 2006.
- Served on the Los Angeles Unified School District Algebra I Textbook Adoption Committee for the 2007-2008 academic school year.

California Virtual Education Partners, Lynnwood, CA   September 2009 – January 2010

Secondary
Mathematics
Teacher

- Planned, prepared, and implemented online instructional activities so that students were actively engaged in appropriate standards-based learning experiences.
- Identified, selected, created and/or modified online instructional resources to meet the needs of the students with varying backgrounds, learning styles, and special needs.
- Established and maintained online threaded discussions with students and parents on curricular topics
- Attended and participated in online staff meetings and professional growth opportunities.
- Implemented effective management strategies to ensure optimal learning in the online environment
- Conducted virtual parent/teacher/student conferences.
- Welcomed students and parents to ensure a smooth transition to the online teaching program.

EVALUATOR OF INSTRUCTION EXPERIENCE

The Accrediting Commission for Schools, Western Association of Schools and Colleges, CA   July 2015 – Present

Evaluator
- Selected to serve on three full self-study review teams.
- Evaluate the instructional program of charter high schools in Southern California.
- Review student performance data to identify areas of school-wide strength and needed growths.
- Conduct and evaluate classroom observations of students engaged in learning and assess the quality of teaching and learning.
- Coordinate and facilitate dialogues individually and collectively with administrators, teachers, students, and other stakeholders to corroborate the schools' self-study report.
- Assist in preparing a report outlining the findings for the school and ACS WASC Commission.

ADVISORY BOARD MEMBERSHIP EXPERIENCE

Teach For America Associates Board, Los Angeles, CA   August 2015 – June 2018

Member

- Assist the Board in carrying out its fiduciary responsibilities such as reviewing annual financial statements, budgets and accounting practices.
- Assist in the recruitment of volunteers and committee members to augment the Board.
- Contribute to the fundraising projects and events through personal contributions and/or by generating support from friends and other contacts or networks.
- Fundraise over $50,000 annually for Teach For America Los Angeles.
- Serve as a goodwill ambassador and spokesperson for the organization and its programs.
- Periodically review the organization's long range goals and strategies and use benchmarks to compare them against other Teach For America regions.

PUBLICATIONS

Connecticut State Board of Education (2004). *CMT Fourth Generation Mathematics Handbook.* [Provided educators with information, lesson plans and practice standardized questions that parallels and scaffolds to the rigor of the standardized mathematics tests given in Connecticut.]

Page 7 of 7

Coversheet

2022-2023 Declaration of Need for Fully Qualified Educators

Section:	V. Governance
Item:	B. 2022-2023 Declaration of Need for Fully Qualified Educators
Purpose:	Vote
Submitted by:	
Related Material:	Declaration of Need for Fully Qualified Educators 22 23.pdf

State of California
Commission on Teacher Credentialing
Certification Division
1900 Capitol Avenue
Sacramento, CA 95811-4213

Email: credentials@ctc.ca.gov
Website: www.ctc.ca.gov

DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

Original Declaration of Need for year: _____

Revised Declaration of Need for year: _____

FOR SERVICE IN A SCHOOL DISTRICT OR DISTRICT/COUNTY AUTHORIZED CHARTER SCHOOL

Name of District or Charter:_____ District CDS Code:_____

Name of County:_____ County CDS Code:_____

By submitting this annual declaration, the district is certifying the following:

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made

- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

The governing board/body of the school district or charter school specified above adopted a declaration at a regularly scheduled public meeting held on _____/_____/_____ certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

▶ *Enclose a copy of the board agenda item*
With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, _____.

Submitted by (Superintendent, Board Secretary, or Designee):

_____ _____ _____
Name *Signature* *Title*

_____ _____ _____
Fax Number *Telephone Number* *Date*

_____
Mailing Address

_____
EMail Address

FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY, CHARTER SCHOOL OR NONPUBLIC SCHOOL AGENCY

Name of County _____ County CDS Code _____

Name of State Agency _____

Name of NPS/NPA_____ County of Location _____

CL-500 6/2021   Page 1 of 4

The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on ____/____/____, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, _____.

▶ ***Enclose a copy of the public announcement***
Submitted by Superintendent, Director, or Designee:

_____	_____	_____
Name	*Signature*	*Title*
_____	_____	_____
Fax Number	*Telephone Number*	*Date*

_____
Mailing Address

_____
EMail Address

▶ *This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency*

AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS
Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subjects(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

Type of Emergency Permit	Estimated Number Needed
CLAD/English Learner Authorization (applicant already holds teaching credential)	_____
Bilingual Authorization (applicant already holds teaching credential)	_____
List target language(s) for bilingual authorization:	
_____	
Resource Specialist	_____
Teacher Librarian Services	_____

LIMITED ASSIGNMENT PERMITS
Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

CL-500 6/2021   Page 2 of 4

Based on the previous year's actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas. Additionally, for the Single Subject Limited Assignment Permits estimated, please include the authorization(s) which will be requested:

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	
Single Subject	
Special Education	
TOTAL	

AUTHORIZATION(S) FOR SINGLE SUBJECT LIMITED ASSIGNMENT PERMITS (A separate page may be used if needed)	ESTIMATED NUMBER NEEDED

CL-500 6/2021 Page 3 of 4

EFFORTS TO RECRUIT CERTIFIED PERSONNEL

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to **www.cde.ca.gov** for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district

- An individual who is scheduled to complete initial preparation requirements within six months

EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program?   Yes   No

If no, explain._____

Does your agency participate in a Commission-approved   Yes   No
college or university internship program?

If yes, how many interns do you expect to have this year? _____

If yes, list each college or university with which you participate in an internship program.

_____

_____

_____

If no, explain why you do not participate in an internship program.

_____

_____

CL-500 6/2021   Page 4 of 4

Coversheet

LCAP Supplement Template

Section: V. Governance
Item: C. LCAP Supplement Template
Purpose: Vote
Submitted by:
Related Material:
2022_Supplement_to_Annual_Update_for_2021-22_LCAP_Community_School_for_Creative_Education_20220609.pdf

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Community School for Creative Education	Ida Oberman Executive Director	ida@communityschoolforcreativeeducation.org (510) 679 2920

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021-22 Local Control and Accountability Plan (LCAP).

Our mission of engaging the whole child, whole class, whole community with head heart and hand drives our actions each day including obtaining feedback from our educational partners. As additional funds became available, we used our standing communication efforts to obtain input from all aspects of our community- students, staff, parents, and community members.   As   Intercultural Waldorf Full Service Community School, it is our longtime practice to routinely obtain feedback in at least three broad ways- Surveys, Community Chats, Town Hall Meetings - in addtion to class meetings and 3 times a year family teacher student conferences - to incorporate our educational partners' beliefs that guide our efforts from high-level perspectives to targeted recommendations.

All priorities and goals, including LCAP goals and additional funding, were developed within the context of our core values. With additional funding, our needs remain the same but now we can increase efforts through intensity and or frequency.

Specifically, we met with our educational partners, Parents Families in Action and ELAC, our staff and administrators in June, July and August 2021 as we prepared to return to in-person learning. In these meetings of the summer 2021 with our whole community under the banner of Parents Families in Action, we discussed safe, in-person learning and ways to mitigate learning loss. We determined how and when to engage funds not included in the 2020-21 LCAP based on this feedback.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Our vision and core values are at the heart of all conversations. As additional funds become available, we use our standing outreach efforts to obtain input from all aspects of our community- students, staff, parents, and community members. This fact-gathering helped us scope the key ways funds for increased staffing is and will be used:

Additional staff will accomplish the following.

1. Increase professional development, including instructional coaching for site administrators, strengthening core instruction across our schools.
2. Ensure we serve students safely and optimally through additional staff for COVID-19 testing and support and additional operational and custodial staff.
3. Increase collaboration with outside organizations to support training staff in Waldorf and the EL Education curriculum, and other academics.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

As noted above, we routinely obtain feedback in three primary ways- Surveys, Community Chats, Town Hall Meetings - to incorporate our educational partners' beliefs that guide our efforts from high-level perspectives to targeted recommendations. Since the pandemic began, we focus on physical and emotional safety for our students. Throughout this emergency response, we surveyed families (May 2021), conducted virtual meetings with ELAC (March 2021), students (May 2021), staff (May 2021), and administration (August 2021) and corresponded via web-based tools as we prepared to return to in person learning. Our focus groups, listening meetings, and safety talks resulted in articulating the impact of distance learning on families, students, and staff including social emotional issues as well as academics.

It was especially important to ensure our community felt safe returning to in-person instruction. Consequently, we dedicated extra janitorial hours to help with sanitising facilities and conducting COVID testing. We knew from multiple meetings that our community members were impacted emotionally by the conditions of virtual learning and the pandemic itself. We dedicated time and financial support for increased time one on one and in teams to offer support

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

We built a strong distance learning program in SY 20-21 that prioritised social emotional learning, literacy instruction, and small group learning sessions in order to differentiate for student needs. We also built a strong attendance intervention program to support our students and families with class attendance over distance learning. All of our staff and students were provided with the necessary tools to engage in distance learning.

As funds became available we used our standing outreach efforts to obtain input from all aspects of our community- students, staff, parents, ELAC, Parents Families in Action. Additionally, distance learning required that we learn, use, and implement technology to enhance instruction. When we returned, we maintained technology tools that enhance in-person instruction and provide consistent intervention.

Despite additional funds, the most challenging area is staffing. It is difficult to hire for critical areas already in short supply. Returning to in-person instruction made it more difficult. The availability of qualified personnel is limited, and many people are hesitant to return to the workforce, thereby reducing the pool of candidates.
Additionally, the substitute pool was difficult pre-pandemic for all districts. The situation was exacerbated by an increase in pandemic related absences. When staff members or their family members get COVID, absences are extended until it is safe to return.

As a result, it is difficult to bring some actions to scale, e..g. provide interventions systematically. Consequently, we delineated a timeline of spending funds over the three years allotted. This first year will focus - broadly speaking - on academic learning loss, social emotional issues, and partnering with educational organizations for temporary support. Once we are post pandemic, we are hopeful that staffing difficulties will be resolved and we can hire qualified staff more easily.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

As noted in Prompt 1, we use our core values of whole child, whole classroom, whole school, whole community to guide our plans and daily decisions. Our LCAP reflects our core values as does our ESSER Expenditure Plan, and this Supplement. It is vitally important to align all plans and consequently, our spending to the same purpose, our vision, mission, and at the center, our students and their families.

Pre-pandemic we outlined our foundational principles and our plan for the next five years in our CSCE Charter 2021-2026 found at www.communityschoolforcreativeeducation.org This document continues to serve us today as we navigate this once-in-a lifetime experience.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA's educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA's 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to

reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: "*A description of how and when the LEA engaged, or plans to engage, its* educational partners *on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).*"

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: "*A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.*"

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: "*A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.*"

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (https://www.cde.ca.gov/fg/cr/relieffunds.asp) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (https://www.cde.ca.gov/fg/cr/) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: "A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation."

2021-22 LCAP Supplement for Community School for Creative Education

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA's implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: "A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update."

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA's 2021–22 LCAP. For purposes of responding to this prompt, "applicable plans" include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

Coversheet

2022-23 LCAP

Section: V. Governance
Item: D. 2022-23 LCAP
Purpose: Vote
Submitted by:
Related Material:
2022_Local_Control_and_Accountability_Plan_Community_School_for_Creative_Education_20220608.pdf

LCFF Budget Overview for Parents

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

CDS Code: 01 10017 0123968
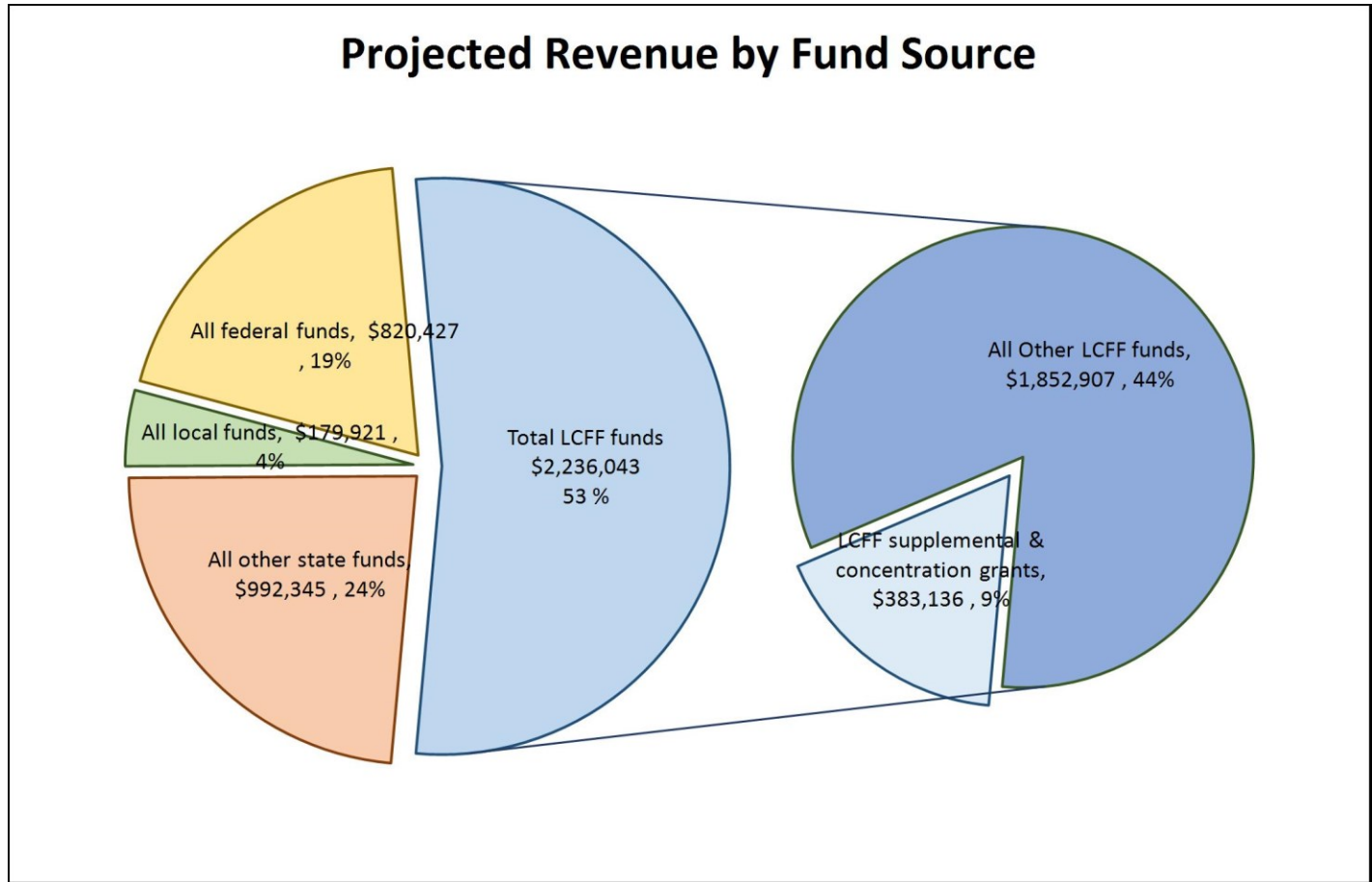
School Year: 2022-23

LEA contact information:

Ida Oberman

Executive Director & Founder

510-686-4131

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

Budget Overview for the 2022-23 School Year

Projected Revenue by Fund Source

All federal funds, $820,427, 19%

All local funds, $179,921, 4%

All other state funds, $992,345, 24%

Total LCFF funds $2,236,043 53%

All Other LCFF funds, $1,852,907, 44%

LCFF supplemental & concentration grants, $383,136, 9%

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

The text description for the above chart is as follows: The total revenue projected for Community School for Creative Education is $4,228,736, of which $2,236,043 is Local Control Funding Formula (LCFF), $992,345 is other state funds, $179,921 is local funds, and $820,427 is federal funds. Of the $2,236,043 in LCFF Funds, $383,136 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $4,150,437

Total Budgeted Expenditures in the LCAP $3,380,401
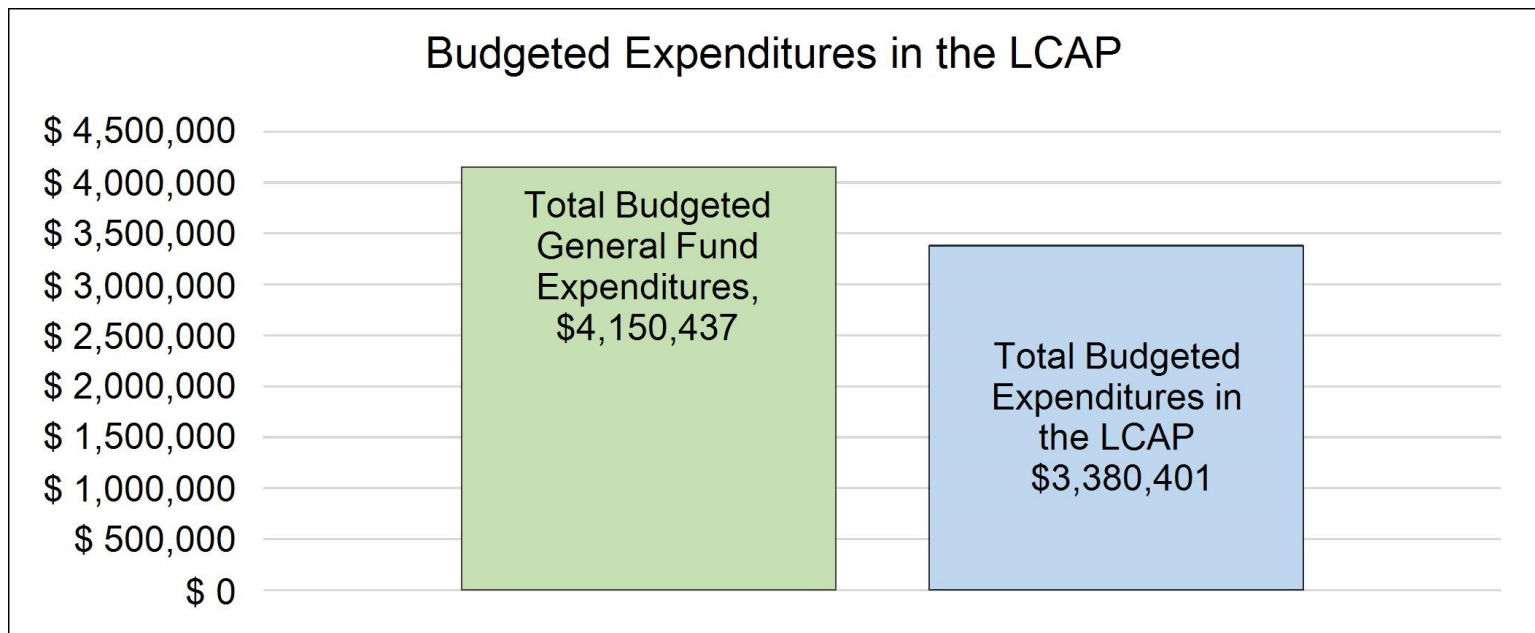
This chart provides a quick summary of how much Community School for Creative Education plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Community School for Creative Education plans to spend $4,150,437 for the 2022-23 school year. Of that amount, $3,380,401 is tied to actions/services in the LCAP and $770,036 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
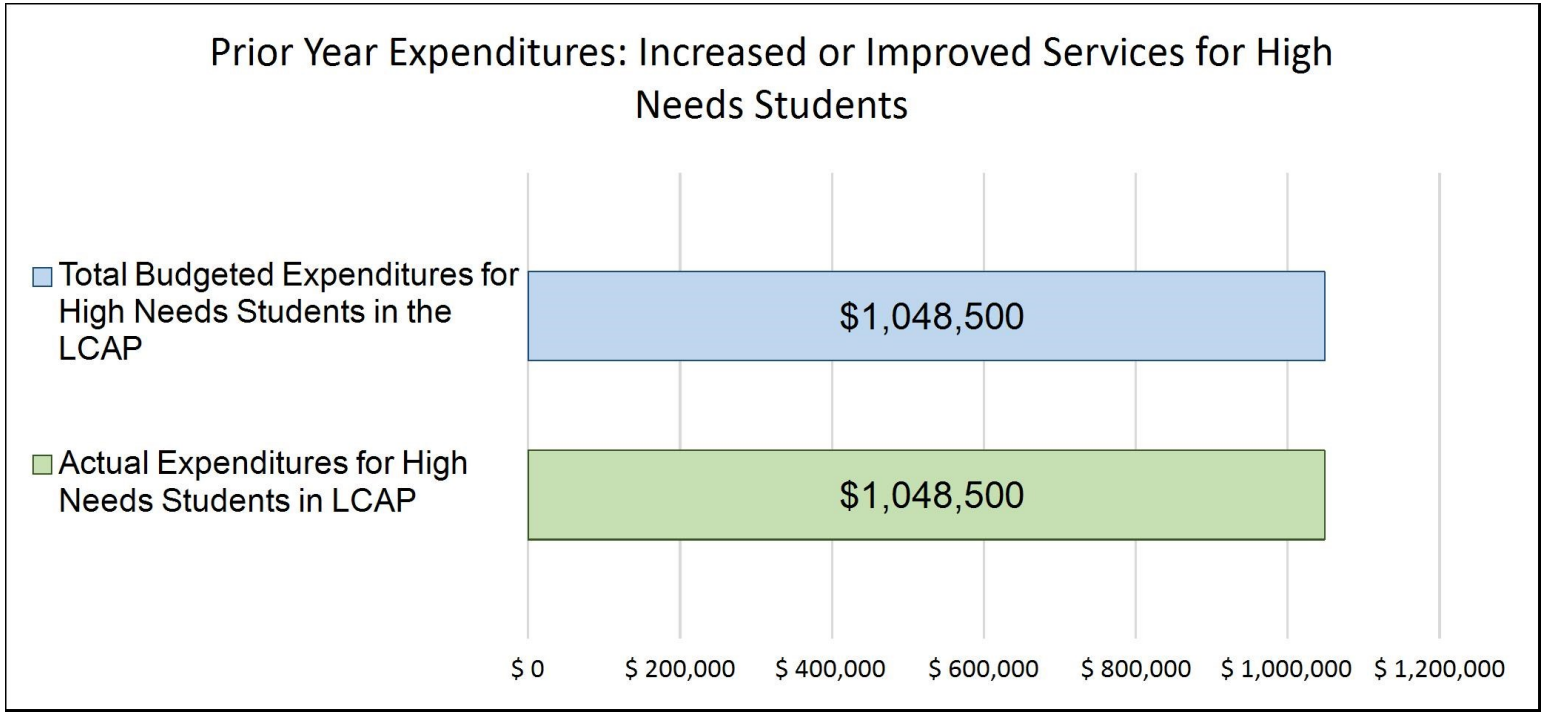
Expenditures in the general fund, but not in the LCAP, include operating expenditures such as facilities, utilities, legal and other general operating expenses.

Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Community School for Creative Education is projecting it will receive $383,136 based on the enrollment of foster youth, English learner, and low-income students. Community School for Creative Education must describe how it intends to increase or improve services for high needs students in the LCAP. Community School for Creative Education plans to spend $3,159,401 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2021-22

Prior Year Expenditures: Increased or Improved Services for High Needs Students

☐ Total Budgeted Expenditures for High Needs Students in the LCAP — $1,048,500

☐ Actual Expenditures for High Needs Students in LCAP — $1,048,500

$ 0 $ 200,000 $ 400,000 $ 600,000 $ 800,000 $ 1,000,000 $ 1,200,000

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

The text description of the above chart is as follows: In 2021-22, Community School for Creative Education's LCAP budgeted $1,048,500 for planned actions to increase or improve services for high needs students. Community School for Creative Education actually spent $1,048,500 for actions to increase or improve services for high needs students in 2021-22.

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Community School for Creative Education	Ida Oberman Executive Director	ida@communityschoolforcreativeeducation.org (510) 679 2920

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

Our mission of engaging the whole child, whole class, whole community with head heart and hand drives our actions each day including obtaining feedback from our educational partners. As additional funds became available, we used our standing communication efforts to obtain input from all aspects of our community- students, staff, parents, and community members.   As   Intercultural Waldorf Full Service Community School, it is our longtime practice to routinely obtain feedback in at least three broad ways- Surveys, Community Chats, Town Hall Meetings - in addition to class meetings and 3 times a year family teacher student conferences - to incorporate our educational partners' beliefs that guide our efforts from high-level perspectives to targeted recommendations.

All priorities and goals, including LCAP goals and additional funding, were developed within the context of our core values. With additional funding, our needs remain the same but now we can increase efforts through intensity and or frequency.

Specifically, we met with our educational partners, Parents Families in Action and ELAC, our staff and administrators in June, July and August 2021 as we prepared to return to in-person learning. In these meetings of the summer 2021 with our whole community under the banner of Parents Families in Action, we discussed safe, in person learning and ways to mitigate learning loss.   How and when to engage funds not included in the 2020-21 LCAP are expended based on this feedback.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Our vision and core values are at the heart of all conversations. As additional funds become available, we use our standing outreach efforts to obtain input from all aspects of our community- students, staff, parents, and community members. This fact-gathering helped us scope the key ways funds for increased staffing is and will be used:

Additional staff will accomplish the following.

1. Increase professional development, including instructional coaching for site administrators, strengthening core instruction across our schools.
2. Ensure we serve students safely and optimally through additional staff for COVID-19 testing and support and additional operational and custodial staff.
3. Increase collaboration with outside organizations to support training staff in Waldorf and the EL Education curriculum, and other academics.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

As noted above, we routinely obtain feedback in three primary ways- Surveys, Community Chats, Town Hall Meetings - to incorporate our educational partners' beliefs that guide our efforts from high-level perspectives to targeted recommendations. Since the pandemic began, we focus on physical and emotional safety for our students. Throughout this emergency response, we surveyed families (May 2021), conducted virtual meetings with ELAC (March 2021), students (May 2021), staff (May 2021), and administration (August 2021) and corresponded via web-based tools as we prepared to return to in person learning. Our focus groups, listening meetings, and safety talks resulted in articulating the impact of distance learning on families, students, and staff including social emotional issues as well as academics.

It was especially important to ensure our community felt safe returning to in-person instruction. Consequently, we dedicated extra janitorial hours to help with sanitising facilities and conducting COVID testing. We knew from multiple meetings that our community members were impacted emotionally by the conditions of virtual learning and the pandemic itself. We dedicated time and financial support for increased time one on one and in teams to offer support

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

We built a strong distance learning program in SY 20-21 that prioritized social emotional learning, literacy instruction, and small group learning sessions in order to differentiate for student needs. We also built a strong attendance intervention program to support our students and families with class attendance over distance learning. All of our staff and students were provided with the necessary tools to engage in distance learning.

As funds became available we used our standing outreach efforts to obtain input from all aspects of our community- students, staff, parents, ELAC, Parents Families in Action. Additionally, distance learning required that we learn, use, and implement technology to enhance instruction. When we returned, we maintained technology tools that enhance in-person instruction and provide consistent intervention.

Despite additional funds, the most challenging area is staffing. It is difficult to hire for critical areas already in short supply. Returning to in-person instruction made it more difficult. The availability of qualified personnel is limited, and many people are hesitant to return to the workforce, thereby reducing the pool of candidates.
Additionally, the substitute pool was difficult pre-pandemic for all districts. The situation was exacerbated by an increase in pandemic related absences. When staff members or their family members get COVID, absences are extended until it is safe to return.

As a result, it is difficult to bring some actions to scale, e..g. provide interventions systematically. Consequently, we delineated a timeline of spending funds over the three years allotted. This first year will focus - broadly speaking - on academic learning loss, social emotional issues, and partnering with educational organizations for temporary support. Once we are post pandemic, we are hopeful that staffing difficulties will be resolved and we can hire qualified staff more easily.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

As noted in Prompt 1, we use our core values whole child, whole classroom, whole school, whole community to bring our Vision to life and to guide our plans and daily decisions. Our LCAP reflects our core values as does our Safe Return and Continuity of Services, ESSER Expenditure Plan, and this Supplement. It is vitally important to algin all plans and consequently, our spending to the same purpose, our vision, mission, and at the center our children.

Pre pandemic we outlined our foundational principles and our plan for the next five years in our CSCE Charter 2021-2026 found at www.communityschoolforcreativeeducation.org This document continues to serve us today as we navigate this once-in-a lifetime experience

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA's educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA's 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: "*A description of how and when the LEA engaged, or plans to engage, its* educational partners *on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).*"

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: "*A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.*"

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: "*A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.*"

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (https://www.cde.ca.gov/fg/cr/relieffunds.asp) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (https://www.cde.ca.gov/fg/cr/) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: "A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation."

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA's implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: "A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update."

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA's 2021–22 LCAP. For purposes of responding to this prompt, "applicable plans" include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Community School for Creative Education	Ida Oberman Executive Director & Founder	ida@communityschoolforcreativeeducation.org 510-686-4131

Plan Summary [2022-23]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

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

We are the country's first Transitional K-8 Grade Intercultural Public Waldorf School. It is proud to be an equity-focused Full Service Community School.

Our Vision Is:

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

Our Mission Is:

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

CSCE Mission and "What Do We Stand For":

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

The School Rests On Three Pillars:

"We take care of SELF"

"We take care of OTHERS"

"We take care of SPACE/s"

We commit to:

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

These pillars provide the school's foundation and direction.

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

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

We do it through integration of:

- Direct and systematic phonics instruction, close reading, guided reading, shared reading and interactive reading in Reader's and Writer's workshop

- Core Waldorf practices: Teaching through the artistic; employing main lesson; main lesson book; reinforcement through subjects. We follow cutting-edge learning theory by drawing from Waldorf practices in our lesson design which moves from whole (the story) to part (direct instruction) and back to whole (the artistic activity).

We Aim To Be Preventive Rather Than Reactive.

The aim of CSCE is to focus on prevention, intervention, and acceleration of all students in a developmentally rich way.

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

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

While CSCE is keenly aware of how it needs to and will grow, it stands at a proud moment in its 12 year history since opening its doors, and 15 years if we count the 3 years of community organising to open.
Who we are:
Now entering our 12th year of operation while all public urban Waldorf schools have either closed their doors or moved out of their original low income community and gentrified we have...
a. sustained our growth with robust financials
b. sustained our diversity rather, remaining among the most diverse in the city and state
c. we are higher than at 87% students in poverty than the district, at 72%, and the State at 61%
d. we serve over double the number of English learners, at 62%, than the district, at 30% and over three times as many than the State, at 17%
e. we serve a higher number of students with IEPs, at 18%, then the District, at 13% and the State at 12%.

And yet, by 2019 SBAC data -though serving a higher percentage of these most vulnerable students, ...

In 2019 on our Test Scores.
a. CSCE African American Students showed highest results across Oakland in ELA and Math among district and charters alike,
b. CSCE Latino Middle Schoolers were in the top third across all of Oakland in ELA and Math in growth, winning the 'Go Public Schools High Growth Award'
c. CSCE Students Identified With Special Needs outperformed District peers by 25% and outperformed their State counterparts by double.

With COVID one would anticipate that these trend lines would turn to flatlines or dip.

And yet, CSCE 2021-22 NWEA MAP and ELPAC achievement data and reclassification data show otherwise.
a. CSCE Middle Schoolers outpaced the district and state in their reclassification rates with 26% reclassification 2020-2021 v the District's 10% and the State's 9%;
b. CSCE students outperformed their peers in Math NWEA MAP Score with average growth of 4%
c. CSCE students grades 3-8 showed increased test scores in Reading
d. The lowest performing students accelerated in their Reading as shown through Fountas&Pinnell Test- closing gap
e. The CSCE 4th grade class was on average 88% below grade level in Reading in Fall 2021; they moved to 28% below grade level in Winter
f. Newcomers to US at CSCE and not speaking English grew an average of 300 points in their mastery of English.

In our support and learning with and for faculty and staff and families we have grown.
We continued our Mills Waldorf Professional Development Certificate Program for a 6th year.
We have continued our partnership with Global Emergency and Trauma Pedagogy for a 8th year.
We have continued our work with Instruction Partners for a forth powerful year.

In work with our community locally, city wide, state wide and globally:
CSCE staff and families have together offered culturally rich festivals throughout the year from Lunar New Year to African American History Month to May Day.
CSCE has worked with the wider city community in offering mobile food pantry, actions against illegal dumping, COVID testing and COVID vaccine clinics among the many ways we work in and with community. Our CSCE Head Start Food Pantry is a piece of price: in its 7th year with stable highly diverse volunteer leadership, we have won a 4th Capacity Grant from Alameda County Food Bank and extended our reach of service from signal site to including our neighbor Lao Family to now including our neighbor Sun Gate Head Start.

In funding and State level recognition:
We have outpaced our fund-raising goal for a 12th year in a row.
CSCE won the 5-year $1,187,500 California Community Schools Plan Implementation Grant for implementation of its Waldorf Full Service Community School Model. It is working in collaboration with Oakland Unified join with District school teams in shared learning while CSCE offers a demonstration site for our singular model.

The last Dashboard Data for CSCE came out 2019. Areas of success/progress according to 2019 Dashboard Data Include the following:

On Distance from Standard 2018-2019 ELA CAASPP Results

CSCE outperformed the district for 'all' and for key sub groups:

	CSCE	OUSD
All Students	41.9	46.9
Socioeconomically Disadvantaged	42.2	70.7
English Learners	54.8	78.8
Hispanic	58.3	69.3

On Distance from Standard 2018-2019 Math CAASPP Results
CSCE outperformed the district who serve vulnerable groups:

	CSCE	OUSD
All Students	63.6	70.9
Socioeconomically Disadvantaged	65.9	95.2
English Learners	71.1	93.6
Hispanic	82	96.2

Percent of student making progress towards English Langauge Proficiency 2018-2019:

CSCE	OUSD	CA
63.8%	45.8	48.3

Percent Long Term English Learner (LTELS) Enrollment 2018-2019

CSCE	Alameda County	CA
6.3%	7.7%	8.9%

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

AB 98 and AB 130 suspended the reporting of performance indicators in the California Dashboard for 2020-21 and 2021-22. Therefore the following information is based on our 2018-19 data captured on the California Dashboard and on our 2019-2020 to 2021-2022 data captured in local data and input from our educational partners.

Evaluating the 2021-22 NWEA MAP data in English Language Arts and Mathematics, CSCE found the performance of the following student groups did not meet the CSCE proposed targets set Winter 2021 by its Spring 2021-2022 NWEA Data:
  - English Language Arts-
All Students;,
African American Students,
Latino Students,
Socioeconomically Disadvantaged Students and
Students with Disabilities. Based on these data, staff recognized disproportionate opportunities for support these student groups.

For Mathematics, the same trend lines prevailed.
  - Math-
All Students;
African American Students,
Latino Students,
Socioeconomically Disadvantaged
Students with Disabilities.
Based on these data, staff recognized disproportionate opportunities to support these groups..

High Light Actions:
CSCE will employ additional Teacher Aides in Grades 1-5 to reduce class sizes for the 2022-23 school years in order to address learning recovery needs and strengthen our comprehensive multi-tiered system of support (MTSS)). The following supports are implemented for continued academic progress for all students, including specialized supports for the above mentioned groups student groups.

CSCE will continue providing ongoing professional development around (a) Waldorf education approach and strategies; (b) EL Education with Instruction Partners; (c) braiding EL Education and Waldorf strategies in joint support from the Waldorf Coaching Team Alma Partners and the Instruction Partners; Trauma-sensitive culture building and strategic support in Tier 1, Tier 2 and Tier 3 in joint PD and coaching

support from the Waldorf Coaching Team and Seneca.

Further, to accelerate learning in English Language Arts, CSCE will provide professional development in Orton Gillingham training..

The CSCE Leadership Team held Parent Family Community Chats and ELAC meetings twice this year and followed up with a family survey still open for entries.

We also have used our own local data collected in our student information system to monitor student attendance and chronic absenteeism. We continue to show we have no Chronic Absenteeism Targets for 2021-2022 set March 2021. Our goal set was to reduce Chronic Absenteeism for the following student groups" All Students, African American Students, English Learners, Hispanics, Two or More Races, Socioeconomically Disadvantaged and Students with Disabilities.

To decrease the number of students with Chronic Absenteeism, the school has placed under tutelage of the Head of School the Attendance Team. As well we have established the Intervention Coordinator position who works closely with our Seneca Partner and aims to make our Intervention plan seamless.

We will continue to strengthen our trauma sensitive social emotional learning web of support school wide with this buttressing and focusing of our plan.

Additionally, the Assistant Head of School works with our SPED Team Lead / Student Services Coordinator and our Intervention Coordinator and Dean of Student Services to support student attendance and chronic absenteeism, which will in the coming year include home visitations and finding the right supports for the family by using assets based interview drawing from protocols of Attendance Works

Although our suspension rate was 0 in 2020-21, we have seen a slight increase in the current year. In order to decrease the suspension rate, we will continue to fund our counselors and school psychologist supporting the school and have expanded our staffing of our ERMHS Clinicians from one to two to offer supplemental and intensified support services for these specific student groups Our schools are also global lead as US Center of Waldorf Emergency and Trauma Pedagogy and provide participating in professional development and implementation on Trauma-Informed Care. We also support Waldorf-Inspired PBIS strategies strengthened through professional development and coaching offered through our partnership with Seneca. Through this equity-focused, student and family-anchored Waldorf-weave of tested best practices all students are designed to receive additional supplemental and intensified support for serving students with increased behavioral or emotional support.

CSCE 2021-2022 Local Indicators:
1) CSCE experienced a decrease in both English Language Arts and Mathematics in its NWEA Spring 2022 Assessments for some student groups.
2) CSCE experienced a slight decline in local reading and mathematics assessments in its NWEA Spring 2022 Assessments for some

student groups

3) CSCE was not able to provide the Spring Panorama Student Survey because of shortage of computers and will execute Fall 20222 and Spring 2023.

Communication with families and the community. This work involves strengthening the CSCE's interpretation support, working strategically with our two key community organizing partners focused on work with families and community, Families in Action and Faith in Action East Bay to strengthen family leadership and voice, strengthening our Parents and Families in Action committees and also strengthening our web site, developing and implementing regular staff and parent newsletters, increasing the CECE's presence on social media, further strengthening the school community's use of ParentSquarel, and making more resources available to parents and families through electronic print and in person meetings in the families' home languages.

Last CAASPP Data 2019
CAASPP (SBAC) ELA 2019 Distance from Standard:

The last Dashboard Data for CSCE came out in 2019. Areas of identified need according to 2019 Dashboard Data:
Students in Grades 3rd-8th 41.9 Distance from Standard. Based on data, greater practice and support in ELA is needed for cohort students entering third, fourth, fifth, sixth, and eighth grade.

Based on the California School Dashboard Equity Report in ELA: in ELA, no CSCE student groups' performance was ranked 'Very Low,'; Latino group performance was ranked "Low", and English Learners and Socioeconomically Disadvantaged performance was ranked 'Medium" The subgroup of Hispanics needs intensive remediation, all groups need remediation this coming year.

Based on the California School Dashboard Equity Report in Math: in Math, no CSCE student groups' performance was ranked 'Very Low,'; Latino group performance was ranked "Low", and English Learners and Socioeconomically Disadvantaged performance was ranked 'Medium" The subgroup of Hispanics needs intensive remediation, all groups need remediation this coming year.

Based on the California School Dashboard Equity Report in Chronic Absenteeism: in Chronic Absenteeism, "All Students" "African American" "Latino" and "Socioeconomically Disadvantaged" the frequency of attendance was ranked 'Very Low'; Students with Disabilities and English Learner attendance was ranked ""Low." "All Students" and these subgroups need intensive attendance support this coming year.

Based on the California School Dashboard Equity Report in Suspension: in Suspensions. CSCE ranked "Very Low" regarding "All Students" "African American Students" "English Learners", "Socioeconomically Disadvantaged" and "Students with Disabilities"; CSCE ranked "Low" for Latino Students. The new partnership with Seneca and Intervention Specialists and deep PD and coaching are put in place this coming

year to strengthen school culture and discipline for all and for these subgroups.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

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

Our Accountability is To Ourselves: We commit to conducting ongoing inquiry together around focus areas, collecting data and Reflecting on outcomes (Cycle of Inquiry). By inquiring and assessing frequently, regularly and using multiple measures, we learn how to do our work better. We engage multiple modalities and interdisciplinary curriculum drawing from Waldorf.
Our goal is to: Meet Common-Core Standards: 80% of 5th graders and beyond will meet or exceed standards in both English Language Arts and Math.
Specifically, in reading, our target is:
- By end of first grade, a fluency rate of 60 words per minute
- By end of third grade, a fluency rate of 110 words per minute
- By end of fifth grade, a fluency rate of 140 words per minutes
Do that and more: Develop life-long leaders by harnessing Waldorf inspired methods
Do that for all: Both those who are "school dependent" (dependent learners) and those who are not (independent learners)

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

not applicable

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

not applicable

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

not applicable

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

Given the unprecedented conditions created by the COVID-19 pandemic, much about the LCAP process has been significantly altered. Notably, the LCAP development process has been intertwined with the Supplement to the Annual Update to the 2021-22 LCAP Control and Accountability Plan process.

What remained consistent is CSCE's commitment to meaningfully engage in the planning process educational partners including staff, students, families and the community. Despite the challenges created by the virtualpandemic health conditions, the use of technology and virtual meetings expanded and enhanced opportunities to directly engage staff, students, families and the community. As well, as for many of our families technology is not the preferred mode of communication, in person COVID-safe contact opportuntieis such as   the CSCE Food Pantry, key CSCE cultural festivals at COVID-safe distance and pick-up and drop-off offered opportunity   to do surveys with them or for them with their offering responses, always respectfully in families' home language,

Ket engagement actions and information include:

1. Meetings of Parents Families in Action and Whole School in Communty Chat and Town Hall meetings.
We met for stakeholder engagement and feeedback whole school seven times over the course of the year, supported by an engagement process built by former California Charter Schools Association Organizer Mr. Manuel Vasquez. Meetings were held by ZOOM June 9, 2021; July 21, 2021; August 4, 2021, April 20, 2022, May 12 2022, May 26, 2022, During the meetings, we reviewed the priorities and goals with parents and asked what they wanted more of/less of and why. Invitations went out translated into Spanish Chinese, Vietnamese and Arabic and   professional interpretation was provided in Spanish and Arabic for our parents.

Outcome: Parents agreed to focus on directing and or maintaining attention to physical space in garden and inside building on common spaces including family resource center classrooms and kitchens.

2. Meetings with CSCE English Learner Advisory Committee [ELAC]
We met for stakeholder engagement and feedback with CSCE ELAC on Tuesday, May 10, 2022, and Tuesday, May 26, 2022. Both meetings were open to all.   Invitations went out translated into Spanish Chinese, Vietnamese and Arabic and   professional interpretation was provided in Spanish and Arabic for our parents.

Outcome: Parents agreed to focus on parent engagement with work on student instructional support bridging home school connection; and on attendance. Resumption of 'Perfect Attendance Boards' and ther ways of celebrating attendance,, returning to this tested practice from before COVID-19.

4. Public Hearing: June 12, 2022

5. Adoption by Board of Trustees: June 12, 2022

A summary of the feedback provided by specific educational partners.

In
The feedback from families and staff helped us secure budget priorities around sustained support to our students with special needs and building maintenance. The feedback from staff helped us identify the key need to learn to leverage LCAP more strategically as formative reflection and accountability tool going forward. It guides us ot facilitate   CORE Panorama Surveys for Students Staff and Families again three times a year going into 2022-23.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

We chose to sustain and deepen the LCAP priorities from 2021 as the stakeholder feedback directed us to continue and intensify rather than redirect.

Goals and Actions

Goal

Goal #	Description
1	Increase student achievement for all students

An explanation of why the LEA has developed this goal.

Data analysis from multiple sources detailed above directed this goal setting. These included   NWEA MAP - as proxy for SBAC - Suspension Chronic Absenteeism   Teacher Report

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SBAC ELA All Students	-41.9 DfS 2018-19	-26.9 DFfS 2021-22			-6.9 DfS
SBAC ELA African American	--31.2 DfS 2018-19	-16.2 DfS 2021-22			-6.2 DfS
SBAC ELA English Learners	-54.8 DfS 2018-19	-34.8 DfS 2021-22			-14.8 DfS
SBAC ELA Latino	-58.3 DfS 2018-19	-38.3 DfS 2021-22			-8.3 DfS
SBAC ELA Socioeconomically Disadvantaged	-42.2 DfS 2018-19	-27.2 DfS 2021-22			-7.2 DfS
SBAC ELA Students with Disabilities	-53.9 Dfs 2018-19	-27.2 DfS 2021-22			-13.9 DfS
SBAC Math All Students	-63.6 DFS 2018-19	-48.6 DfS 2021-22			-25.0 DfS
SBAC Math African American	-55.3 DfS 2018-19	-40.3 DfS 2021-22			-22.3 DfS

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SBAC Math English Learners	-71.1 DfS 2018-19	-51.1 DfS 2021-22			-25.0 DfS
SBAC Math Latino	-82.0 DfS 2018-19	-62.0 DfS 2021-22			-32.0 DfS
SBAC Math Socioeconomically Disadvantaged	-65.9 DfS 2018-19	-50.9 DfS 2021-22			-25.0 DfS
SBAC Math Students with Disablities	-66.9 DfS 2018-19	-51.9 DfS 2021-22			-25.0 DfS
Suspension All Students	4.7% 2018-19	3.7% 2021-22			3.1%
Suspension African American	7.0% 2018-19	4.0% 2021-22			2.7%
Suspension Asian	0.0 2018-19	0.5% 2021-22			0.5%
Suspension Latino	3.4% 2018-19	3.1% 2021-22			2.5%
Suspension Two or More Races	17.4% 2018-19	6.0% 2021-22			2.7%
Suspension Socioeconomically Disadvantaged	5.4% 2018-19	4.4% 2021-22			3.1%
Suspension Students with Disabilities	23.8% 2018-19	6.0% 2021-22			2.5%
Chronic Absenteeism All Students	23.2% 2018-19	17.2% 2021-22			11.2%
Chronic Absenteeism African American	37.3% 2018-19	20.0% 2021-22			11.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism Asian	7.7% 2018-19	7.2% 2021-22			6.2%
Chronic Absenteeism English Learners	14.6% 2018-19	11.6% 2021-22			9.4%
Chronic Absenteeism Latino	20.2% 2018-19	14.2% 2021-22			9.5%
Chronic Absenteeism Two or More Races	33.3% 2018-19	20.0% 2021-22			11.0%
Chronic Absenteeism Socioeconomically Disadvantaged	25.6% 2018-19	19.6% 2021-22			13.6%
Students with Disabilities	24.4% 2018-19	18.4% 2021-22			12.4%
Suspensions English Learners	3.9%	3.6% 2021-22			3.0%

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	CORE	Action 1.1: Implement Guided Reading Groups to meet students' individual needs as identified by reading assessments: Fountas & Pinnell, ELPAC, NWEA MAP, SBAC (1.1, 1.2, 1.4) a. All 9 classroom teachers do Reading Workshop and Writing Workshop models review, grade-level and vertical team planning; teachers not yet CLEARed receive regular session with in-house BTSA coach; all teachers receive choice every trimester to model lesson, observe a lesson or be observed; all receive trimester support in planning upcoming block, and support implementation year round through walk-throughs from Head of School and Assistant Head of	$325,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		School and other members of the Instructional Leadership Team (ILT), and/or at regular intervals joined by Instruction Partners and Waldorf Coaches using the CSCE Classroom Observation Tool and Planning Tool Use designed in collaboration with Instruction Partners 2020-2021. The Instruction Partners Coach will support throughout the year both classroom walk throughs and block design. b. Administer assessments for identified students every four weeks for those below grade level in reading, and for all every eight weeks to track and regroup students according to their progress. C.Continue to strengthen and test Waldorf inspired integrated MTSS plan (M-RTI and PBIS/Restorative Justice) to identify and support students who are not making progress and accelerate reading instruction accordingly. c. Increase teacher collaboration time to review data and plan individualized instruction through dedicated time every Wednesday joined with planned review of data after every testing window during Wednesday collaboration.		
1.2	Actions for English Learners and Other Groups not at grade level	Action 1.2. Provide a comprehensive summer program to accelerate students below proficient a. Offer 4-week Summer Learning Lab in partnership with CalStateTEACH June 6, 2022 - June 30, 2022; b. Utilize student performance pre- and post-standardized assessment c. Use ELPAC Scores and disaggregated Fountas and Pinnell and NWEA scores in Summer School learning program to individualize ELD instruction	$35,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	CORE	Action 1.3: Maintain accurate data a. Continue training administration and front office on data entry, required Ed Code training and all civil rights requirements. b. Train teachers to conduct data entry, required Ed Code and all civil rights requirements; c. In Staff Summer Institute, August 1, 2022 to August 5, 2022, set time to meet and evaluate data with administration and staff to maintain accurate data entry.	$25,000.00	Yes
1.4	CURRICULUM DESIGN AND PLANNING	1.4: Continue to strengthen alignment to Common Core ELA & Math, English Language Development Standards and Next Generation science Standards (NGSS) a. Braid Waldorf methods with ELA EL-Education Units to build teacher-refined Waldorf-ELA El-Eduction whole child focused intercultural ELA units; b. Braid Waldorf methods with Eureka Math (TK-5) and CPM Math (6-8) to build teacher-refined Waldorf whole-child focused culture-sustaining intercultural Math units; c. Braid Waldorf methods with FOSS Kits and Calculus Roundtable Lessons Units to build teacher-refined Waldorf- Science whole child focused culture-sustaining intercultural units;	$250,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		d. Support instructional coaching sessions through Instruction Partners and Waldorf Coach Team to assist staff in detailing and implementing of Waldorf inspired El-Education v2 blocks and aligned Math, Science and Social Studies blocks that are culture-sustaining and developmentally appropriate engaging head heart and hand 2022-2023.		
1.5	PROFESSIONAL DEVELOPMENT AND COLLBORATION	Action 1.5: Teachers are given a curriculum framework for the Common Core Standards, as well as the Next Generation Science Standards. The framework will help teachers to have a better understanding of the curriculum and standards for their specific grade level. a.Teachers have created Waldorf-inspired CCSS curricular blocks that have integrated and aligned ELA and the NGSS or the Social Studies State Standards. Teachers will also be refining these blocks to enhance learning. b.Throughout the year teachers will meet with in-house Assistant Head of School, other members of Instructional Leadership Team, Instruction Partners Coach and Waldorf Coach Team. c. Select teachers and staff will participate in Mills Waldorf Professional Development Certificate Program 2022 June 20 2022 - July 1 2022 d. Select teachers and staff will participate in Alliance for Public Waldorf Education Summer Training July 11 2022- July 22 2022 e. Select teachers and staff will participate in aligned professional development including for example Orton Gillingham Training to come back as Lead Learner to train their colleagues.	$75,000.00	No Yes

Action #	Title	Description	Total Funds	Contributing
1.6	Staffing: Credentialed (Administration & Instructional)	Salaries and benefits for the following credentialed staff members: • Adminstratators • CORE Teachers • SPED Program Leadership • SPED Teachers • 2 ERMHS Clinicians	$1,661,364.00	Yes
1.7	Staffing: Classified	Salaries and benefits for the following classified staff members: • HR/Finance Staff • Office Manager • Dean of Student Culture • Multilingal Learners Intervention Specialist • Instructional Assistants • Behavioral Aides • Technology Coordinator • Food Service Team	$870,537.00	Yes

Goal Analysis [2021-22]
An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

CSCE came back to full in-person instruction in the 2021-22 school year.

Test scores from Spring, 2021, during the distance-learning school year, show activites were correct directionally but implementation was uneven, indicating need for stronger support in coaching professional development and systems clarity for adminstraotes and staff alike.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

These are approximately the same.

An explanation of how effective the specific actions were in making progress toward the goal.

The data suggests uneven implementation from highly effective to less than effective. These data suggest the need for strengthened coaching and support, which is reflected in our plan here.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

We aim to strengthen our focus against the same goals, using the same metrics and using the same outcomes. We aim to be more focused in execution rather than doing anything different or more.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

Data analysis from multiple sources detailed above directed this goal setting.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism All Students	23.2% 2018-19	17.2% 2021-22			9.5%
Chronic Absenteeism African American	37.3% 2018-19	20.0% 2021-22			9.3%
Chronic Absenteeism Asian	7.7% 2018-19	7.2% 2021-22			5.7%
Chronic Absenteeism English Learners	14.6% 2018-19	11.6% 2021-22			8.9%
Chronic Absenteeism Latino	20.2% 2018-19	14.2% 2021-22			9.0%
Chronic Absenteeism Two or More Races	33.3% 2018-19	20.0% 2021-22			9.3%
Socioeconomically Disadvantaged	25.6% 2018-19	19.6% 2021-22			10.6%
Students with Disabilities	24.4% 2018-19	18.4% 2021-22			10.7%

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Actions

Action #	Title	Description	Total Funds	Contributing
2.1	School Community Connectedness	CORE OR SUPPLEMENTAL Action 2.1: Maintain CSCE Attendance Policy Increase attendance to achieve 94.5% 2021-2022		No
2.2	School Community Connecteness	CORE or Supplemental Action 2.2: Continue to work in partnership with Faith in Action East Bay (("FIAEB") formerly Oakland Community Organizations, and Families in Action for Quality Schools, to build strong parent leadership and powerful volunteer culture in the school and community. Use surveys throughout the school year to determine effectiveness.		No
2.3	SCHOOL COMMUNITY CONNECTEDNESS	CORE OR SUPPLEMENTAL Action 2.3: Work in partnership with Attendance Works, Families in Action for Quality Schools and FIAEB and Calfironia Parent Teacher Home Visit Program employing tested structures to build strong parent engagement employing leadership summits and trainings, one to ones, sign-in sheets, surveys, press releases and publications.	$2,500.00	No Yes
2.4	SCHOOL COMMUNITY CONNECTEDNESS	CORE OR SUPPLEMENTAL Action 2.4:		No Yes

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Action #	Title	Description	Total Funds	Contributing
		a. Implement, align to CSCE core Waldorf strategies and support school-wide Waldorf-Inspired MBSS (M-RTI- PBIS/Restorative Justice) behavior plan and linked culture-sustaining positive behavioral processes and intervention to meet the needs of students in danger of suspension; b. Measure progress through chronic absenteeism rates and CORE student surveys.		
2.5	SCHOOL COMMUNITY CONNECTEDNESS	Action 2.5 a. Continue to support food safety and food dignity through Alameda County Food Bank Partnership for CSCE Mobile Food Pantry	$1,000.00	No
2.6	CORE	Action 2.6 Utilize, strengthen and continue to document Waldorf strategies - a. Morning Whole School and Classroom Circle/Advisory b. Storytelling drawing from stories shared by families in Parents Families in Action gatherings around year round Stories & Festival Design c. Main Lesson Book Design Utilize MTSS Pyramid Data Analysis to track student, and sub group growth.	$50,000.00	Yes
2.7	INTERVENTION	Action 2.7 a. Utilize MTSS Pyramid Data Analysis to track student, and sub group growth.		No

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

As students returned to in-person learing, actions/services were adjusted to assure that low-income, EL, African Americna and Latino and students reporting more than one race and students with disablties and their families were supported during this transition with uneven consistency in part due to the dynamic context posing new and unexpected challenges and opportunities and in part due to lack of skill and capacity.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

No materail difference.

An explanation of how effective the specific actions were in making progress toward the goal.

The data suggests uneven implementation from highly effective to less than effective. These data suggest the need for strengthened coaching and support, which is reflected in our plan here.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

We aim to strengthen our focus against the same goals, using the same metrics and using the same outcomes. We aim to be more focused in execution rather than doing anything different or more.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.
Data analysis from multiple sources detailed above directed this goal setting.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Goal 3.1 Count of highly qualified Teachers	100% 2020-21	100% 2021-22			100%
Goal 3.4 Townsend Check Sheet Inventory	100% 2020-21	100% 2021-22			100%
Goal 3.3 2022-23 Wklliams Act Monitoring Process	NA	High Ranking			High Ranking
Goal 3.2 2022-22 Instruction Partners CSCE Walk	Rating of 2.5 on Instruction Partners CSCE Walk Through	Rating of 3.5 on Instruction Partners CSCE Walk Through			Rating of 4.5 on Instruction Partners CSCE Walk Through

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Through Tool - Focus Student Engagement	Observation Rubric Tool Focus Student Engagement - Scale 1-5	Observation Rubric Tool Focus Student Engagement - Scale 1-5			Observation Rubric Tool Focus Student Engagement - Scale 1-5

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	TEACHING and LEARNING	CORE OR SUPPLEMENTAL Action 3.1 Students receive instruction from teachers with appropriate State certification and licensure (following ESSA).		No
3.2	Teaching and Learning	Action 3.2 Through process of regular LCAP review, school will strengthen plan how to best support the academic needs of all students, with intensity for Economically Disadvantaged students English Learners, (see Goal 1), and monitor on a regular basis.		No Yes
3.3	CORE	Action 3.3: Students receive required instructional materials.	$15,000.00	No Yes
3.4	Facilities	Action 3.4 Facilities are clean, safe, and well-maintained (Williams Act).	$70,000.00	No Yes

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

CSCE came back to full in-person instruction in the 2021-22 school year.
Test scores from Spring, 2021, during the distance-learning school year, show activites were correct directionally but implementation was uneven, indicating need for stronger support in coaching professional development and systems clarity for adminstraotes and staff alike.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

No material differences

An explanation of how effective the specific actions were in making progress toward the goal.

The data suggests uneven implementation from highly effective to less than effective. These data suggest the need for strengthened coaching and support, which is reflected in our plan here.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

We aim to strengthen our focus against the same goals, using the same metrics and using the same outcomes. We aim to be more focused in execution rather than doing anything different or more.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
4	

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Actions

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

An explanation of how effective the specific actions were in making progress toward the goal.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
5	

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Actions

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

An explanation of how effective the specific actions were in making progress toward the goal.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
518,052	

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
30.15%	0.00%	$0.00	30.15%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

CSCE is using its one-time and increased LCFF funding to increase intervention, ELD, and differentiated supports. CSCE is participating in the CEP provision 2 program, to provide increased food services to all students. Specific support for engagement and Independent Study to be initially funded by one-time funding.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		1:13
Staff-to-student ratio of certificated staff providing direct services to students		1:20

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$3,159,401.00	$40,000.00	$1,000.00	$180,000.00	$3,380,401.00	$3,276,901.00	$103,500.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	CORE	English Learners Foster Youth Low Income	$250,000.00			$75,000.00	$325,000.00
1	1.2	Actions for English Learners and Other Groups not at grade level	English Learners Foster Youth Low Income				$35,000.00	$35,000.00
1	1.3	CORE	English Learners Foster Youth Low Income	$25,000.00				$25,000.00
1	1.4	CURRICULUM DESIGN AND PLANNING	English Learners Foster Youth Low Income	$250,000.00				$250,000.00
1	1.5	PROFESSIONAL DEVELOPMENT AND COLLBORATION	All English Learners Foster Youth Low Income	$50,000.00	$25,000.00			$75,000.00
1	1.6	Staffing: Credentialed (Administration & Instructional)	English Learners Foster Youth Low Income	$1,661,364.00				$1,661,364.00
1	1.7	Staffing: Classified	English Learners Foster Youth Low Income	$870,537.00				$870,537.00
2	2.1	School Community Connectedness	All					
2	2.2	School Community Connecteness	All					

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.3	SCHOOL COMMUNITY CONNECTEDNESS	All	$2,500.00				$2,500.00
2	2.4	SCHOOL COMMUNITY CONNECTEDNESS	All					
2	2.5	SCHOOL COMMUNITY CONNECTEDNESS	All			$1,000.00		$1,000.00
2	2.6	CORE	English Learners Foster Youth Low Income	$50,000.00				$50,000.00
2	2.7	INTERVENTION	All					
3	3.1	TEACHING and LEARNING	All					
3	3.2	Teaching and Learning	All					
3	3.3	CORE	All		$15,000.00			$15,000.00
3	3.4	Facilities	All				$70,000.00	$70,000.00

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
1,717,991	518,052	30.15%	0.00%	30.15%	$3,159,401.00	0.00%	183.90 %	**Total:**	$3,159,401.00
								LEA-wide Total:	$575,000.00
								Limited Total:	$0.00
								Schoolwide Total:	$2,584,401.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	CORE	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$250,000.00	
1	1.2	Actions for English Learners and Other Groups not at grade level	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	1.3	CORE	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$25,000.00	
1	1.4	CURRICULUM DESIGN AND PLANNING	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$250,000.00	
1	1.5	PROFESSIONAL DEVELOPMENT AND COLLBORATION	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$50,000.00	
1	1.6	Staffing: Credentialed (Administration & Instructional)	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$1,661,364.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.7	Staffing: Classified	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$870,537.00	
2	2.3	SCHOOL COMMUNITY CONNECTEDNESS	Yes	Schoolwide			$2,500.00	
2	2.4	SCHOOL COMMUNITY CONNECTEDNESS	Yes	Schoolwide				
2	2.6	CORE	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$50,000.00	
3	3.2	Teaching and Learning	Yes	Schoolwide				
3	3.3	CORE	Yes	Schoolwide				
3	3.4	Facilities	Yes	Schoolwide				

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$3,580,401.00	$1,048,500.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	CORE	Yes	$325,000.00	325,000
1	1.2	Actions for English Learners and Other Groups not at grade level	Yes	$35,000.00	35,000
1	1.3	CORE	Yes	$25,000.00	25,000
1	1.4	CURRICULUM DESIGN AND PLANNING	Yes	$250,000.00	250,000
1	1.5	PROFESSIONAL DEVELOPMENT AND COLLBORATION	Yes	$75,000.00	75,000
1	1.6	Staffing: Credentialed (Administration & Instructional)	Yes	$1,661,364.00	
1	1.7	Staffing: Classified	Yes	$870,537.00	
2	2.1	School Community Connectedness	No		
2	2.2	School Community Connecteness	No		
2	2.3	SCHOOL COMMUNITY CONNECTEDNESS	No	$2,500.00	2,500

2022-23 Local Control Accountability Plan for Community School for Creative Education

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.4	SCHOOL COMMUNITY CONNECTEDNESS	No		
2	2.5	SCHOOL COMMUNITY CONNECTEDNESS	No	$1,000.00	1000
2	2.6	CORE	No	$50,000.00	50,000
2	2.7	INTERVENTION	No		
3	3.1	TEACHING and LEARNING	No	$200,000.00	200,000
3	3.2	Teaching and Learning	No		
3	3.3	CORE	No	$15,000.00	15,000
3	3.4	Facilities	No	$70,000.00	70,000

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
495,805	$575,000.00	$575,000.00	$0.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	CORE	Yes	$250,000.00	250,000		
1	1.2	Actions for English Learners and Other Groups not at grade level	Yes				
1	1.3	CORE	Yes	$25,000.00	25,000		
1	1.4	CURRICULUM DESIGN AND PLANNING	Yes	$250,000.00	250,000		
1	1.5	PROFESSIONAL DEVELOPMENT AND COLLBORATION	Yes	$50,000.00	50,000		
1	1.6	Staffing: Credentialed (Administration & Instructional)	Yes				
1	1.7	Staffing: Classified	Yes				

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
1,589,504	495,805		31.19%	$575,000.00	0.00%	36.17%	$0.00	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

  - Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary
Purpose

2022-23 Local Control Accountability Plan for Community School for Creative Education

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student*"* performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP."

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

Prompt 2: "A summary of the feedback provided by specific educational partners."

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific input from educational partners."

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

2022-23 Local Control Accountability Plan for Community School for Creative Education

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)
Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal
Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal
Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals
In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:
For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023–24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22** or when adding a new metric.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

> *Actions for English Learners:* School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

> *Actions for Foster Youth*: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

> These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

2022-23 Local Control Accountability Plan for Community School for Creative Education
Page 63 of 72

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word "input" has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.

- **1. Projected LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

  - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

  - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

  - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

  - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

    For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table
- 4. Total Planned Contributing Expenditures (LCFF Funds)

    o   This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column

- 5. Total Planned Percentage of Improved Services

    o   This percentage is the total of the Planned Percentage of Improved Services column

- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)

    o   This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table
Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- 6. Estimated Actual LCFF Supplemental and Concentration Grants

    o   This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- 4. Total Planned Contributing Expenditures (LCFF Funds)

    o   This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions

    o This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)

- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)

    o This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)

- 5. Total Planned Percentage of Improved Services (%)

    o This amount is the total of the Planned Percentage of Improved Services column

- 8. Total Estimated Actual Percentage of Improved Services (%)

    o This amount is the total of the Estimated Actual Percentage of Improved Services column

- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)

    o This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)

    o This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)

    o This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)

    o If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)

    - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
January 2022

Coversheet

2022-23 Budget

Section:	V. Governance
Item:	E. 2022-23 Budget
Purpose:	Vote
Submitted by:	
Related Material:	CSCE Cash Flow FY2223.xlsx
	CSCE FY 2223 Charter Alt Form_MYP Budget 7.1.22.xls
	CSCE FY2223 MYP Budget for July Adoption.xlsx.pdf

Notice

The following file is attached to this PDF. You will need to open this packet in an application that supports attachments to pdf files, e.g. Adobe Reader:

CSCE Cash Flow FY2223.xlsx

Notice

The following file is attached to this PDF. You will need to open this packet in an application that supports attachments to pdf files, e.g. [Adobe Reader](#):

CSCE FY 2223 Charter Alt Form_MYP Budget 7.1.22.xls

Community School for Creative Education - CSCE Board Retreat - Sunday, June 12th, 2022 - Agenda - Sunday June 12, 2022 at 10:00 AM

Budget Summary

CSCE
Budget Summary

CSMC

SACS Code Description		200 188.00 2022-23		240 228.00 2023-24		280 266.00 2024-25		280 266.00 2025-26	
Revenue									
	State LCFF Revenue	2,236,043		2,794,136		3,321,900		3,441,853	
	Federal Revenue	820,427		624,189		304,437		304,437	
	Other State Revenue	798,242		538,178		547,739		547,901	
	Local Revenue	374,024		353,757		353,757		353,757	
Total Revenue		**$ 4,228,736**		**$ 4,310,260**		**$ 4,527,833**		**$ 4,647,948**	
Expenses									
1000	Certificated Salaries	1,299,050	*31.3%*	1,338,022	*31.7%*	1,378,162	*32.1%*	1,419,507	*32.2%*
2000	Classified Salaries	737,019	*17.8%*	759,130	*18.0%*	781,904	*18.2%*	805,361	*18.3%*
3000	Benefits	523,762	*12.6%*	538,863	*12.7%*	555,029	*12.9%*	571,680	*13.0%*
	Total Personnel Expense	*2,559,831*	*61.7%*	*2,636,014*	*62.4%*	*2,715,095*	*63.3%*	*2,796,548*	*63.5%*
4000	Books and Supplies	210,587	*5.1%*	189,278	*4.5%*	193,064	*4.5%*	196,925	*4.5%*
5000	Services and Other Operating Expenses	1,321,376	*31.8%*	1,342,914	*31.8%*	1,379,129	*32.2%*	1,412,077	*32.1%*
6000	Capital Outlay -	58,643		58,643		-		-	
7000	Other Outgoing								
Total Expenses		**$ 4,150,437**		**$ 4,226,849**		**$ 4,287,287**		**$ 4,405,550**	
Surplus / (Deficit)		**$ 78,298**		**$ 83,411**		**$ 240,546**		**$ 242,398**	
As a % of LCFF Revenue		4%		3%		7%		7%	
		$ 78,298		**$ 83,411**		**$ 240,546**		**$ 242,398**	
Beginning Fund Balance		1,876,284		1,954,582		2,037,993		2,278,539	
Ending Balance		**$ 1,954,582**		**$ 2,037,993**		**$ 2,278,539**		**$ 2,520,938**	

Coversheet

CharterSafe Renewal

Section: V. Governance
Item: F. CharterSafe Renewal
Purpose: Vote
Submitted by:
Related Material:
The Community School for Creat.1279.CharterSAFEProposal2223.06-01-2022.pdf

CharterSAFE
BE SAFE • FEEL SAFE

2022-2023 Membership Proposal

Prepared for:

The Community School for Creative Education

Coverage Effective:

July 01, 2022 at 12:01 AM - July 01, 2023 at 12:00 AM

California Charter Schools Joint Powers Authority
P.O. Box 969, Weimar, CA 95736
Phone: 888.901.0004   Fax: 888.901.0004
www.chartersafe.org

Issued: June 01, 2022 at 4:03 pm

Dear Kimberly,

CharterSAFE is pleased to present your membership renewal for the 2022-2023 year. Your membership includes the following:

For a more detailed listing of our member services, please contact Bettina Hooper, Managing Director, Member Services and Operations, at bhooper@chartersafe.org or (916) 880-3470.

All of CharterSAFE's coverage placements are with insurance companies that have a financial rating with A.M. Best of A- (Excellent), financial size category VII ($50M policyholder surplus minimum) or higher or are placed with an approved California scholastic joint powers authority.

REQUIRED SIGNATURES:

To bind coverage, you must login to the CharterSAFE web portal at www.chartersafe.org and complete and sign the following:

1. Member renewal acceptance

We look forward to working with you in the 2022-2023 year!

Thank you,

The CharterSAFE Team

CharterSAFE ● Protecting Schools. Promoting Safety. Customizing Insurance.

CharterSAFE

2022-2023 CLAIMS AND INCIDENT REPORTS GUIDELINES

Member schools must notify CharterSAFE by submitting an online report, as soon as practicable, of an occurrence, accident, injury, claim, suit or circumstances that may reasonably result in a claim or suit. A delay in reporting could lead to a denial of coverage.

For your protection, claims will not be accepted by phone, email, or fax.

CLAIMS FILING PROCESS ON THE WEB PORTAL

- Go to www.chartersafe.org and log in.
- If you need to reset your login credentials, please reach out to your CharterSAFE Representative: Egan Yu at eyu@chartersafe.org.
- Hover over the "Claims" tab, choose "Submit a Claim" and our website will prompt you with a series of questions to help you determine the appropriate claim form to submit.
- Complete the online questions and select the "Submit" icon at the bottom. After submission, you will receive a confirmation email with information regarding next steps.

CLAIMS RESOURCES AND FORMS

- Hover over the "Claims" tab, choose "Resources and Forms" and you will find all supporting documents you might need when filing a claim or incident report, such as:
  - Student Accident Claim Packet (English and Spanish)
  - Volunteer Accident Claim Packet (English and Spanish)
  - Statement of No Insurance
  - Workers' Compensation Claim Form (DWC-1)
  - Employee Fact Sheet
  - Kaiser on the Job Clinics
  - Employee Injury Card

For any claim reporting questions, please contact Dennis Monahan, Managing Director, Claims, at (619) 878-6221 or email dmonahan@chartersafe.org.

C h a r t e r S A F E • P r o t e c t i n g S c h o o l s. P r o m o t i n g S a f e t y. C u s t o m i z i n g I n s u r a n c e.

1279
A
SELF
P,WC

MEMBER CONTRIBUTION SUMMARY

The Community School for Creative Education

Coverage Effective: July 01, 2022 at 12:01 AM - July 01, 2023 at 12:00 AM

Your CharterSAFE Insurance Program includes the following coverages:

Liability & Property Package Member Contribution	**$44,389.00**

Core Liability Program
- Directors & Officers Liability
- Employment Practices Liability
- Fiduciary Liability
- General Liability
- Employee Benefits Liability
- Educator's Legal Liability
- Childhood Sexual Assault Liability
- Law Enforcement Liability
- Automobile Liability & Physical Damage

Crime
Property
Student & Volunteer Accident

Additional Program Coverages
- Pollution Liability and First Party Remediation
- Terrorism Liability and Property
- Cyber Liability

Workers' Compensation & Employer's Liability Member Contribution	**$19,853.00**
Combined Member Contribution	**$64,242.00**
COVID-19 REBATE:	**$2,570.00**

Rebate will be applied either by:
1. Payment in Full - applied to your full payment due
2. Installment Plan - applied to the deposit

Total Member Contribution   **$61,672.00**
(COVID-19 Rebate Applied)

Member can choose one of two payment options when accepting the proposal online

Payment in Full - $61,672.00
Installment Plan
- Deposit (25%) - Due Now - $13,491.00
- 9 Monthly Installments - $5,354.00

Refer to the CharterSAFE Invoice for details and instructions on payment by ACH Debits

Invoices shall become delinquent thirty (30) calendar days from installment due date. CharterSAFE membership, including insurance coverage, is subject to cancellation for any invoice over sixty (60) days past due.

Proposal Acceptance: Go to www.chartersafe.org and sign on to complete the renewal acceptance.

By signing online, I, representing the Named Member in this proposal, acknowledge that I have read the complete proposal and agree to the terms outlined within.

DISCLOSURE: This proposal is an outline of the coverages proposed by California Charter Schools Joint Powers Authority (CCSJPA) based on the information provided by the Named Member. It does not include all of the terms, coverages, exclusions, limitation and conditions of the actual contracts. The policies themselves must be read for those details. Policy forms for your reference will be made available upon request to CCSJPA. As set forth in this document, CCSJPA DBA CharterSAFE shall be referred to as CharterSAFE.

Mailing Address

2111 International Blvd.
Oakland, CA 94606

Continuity and Retroactive Dates

Directors & Officers Liability Continuity Date: **07/01/2011**

Employment Practices Liability Continutiy Date: **07/01/2011**

Fiduciary Liability Continuity Date: **07/01/2012**

Childhood Sexual Assault Liability Continuity Date: **07/01/2021**

Vehicles

None scheduled.

EXPOSURES & LOCATIONS

Member contributions are calculated based on the following exposures:

Students/Employees/Payroll

Location Address(es)	Students	Employees	Payroll
Community School for Creative Education 2111 International Blvd. Oakland, CA 94606	250	28	$1,763,010.00
Total:	**250**	**28**	**$1,763,010.00**

Property Values

Location Address(es)	Building Value	Content Value	Electronic Data Processing (EDP)	Total Insured Value (TIV)
Community School for Creative Education 2111 International Blvd. Oakland, CA 94606	$0.00	$261,450.00	$261,450.00	$522,900.00
Total:	**$0.00**	**$261,450.00**	**$261,450.00**	**$522,900.00**

CORE LIABILITY PROGRAM

Core Liability Program Coverage Limits: **$5,000,000** Per Member Aggregate

The Core Liability Program Breaks Down As Follows:

Directors & Officers, Employment Practices, and Fiduciary Liability

Coverages	Limits	Deductibles
Directors & Officers and Company Liability	$5,000,000 per **claim** and member aggregate	$15,000.00
Employment Practices Liability	$5,000,000 per **claim** and member aggregate	$15,000.00
Fiduciary Liability	$1,000,000 per **claim** and member aggregate	$0

Reporting: Claims must be reported to CharterSAFE as soon as you are made aware of a claim and no later than sixty (60) days after policy expiration. Coverage is provided on a claims-made basis.

General Liability

Coverages	Limits	Deductibles
Bodily Injury Property Damage	$5,000,000 per occurrence and member aggregate	$500 per occurrence for bodily injury arising out of participation in a school sponsored *High-Risk Activity**
Premises Medical Payment	$10,000 per person $50,000 per occurrence	$0
Products and Completed Operations	$5,000,000 per occurrence and member aggregate	$0
Armed Assailant Sublimit	$100,000 per occurrence and aggregate	$0
COVID-19 Defense Cost and Premises Medical Payment for bodily injury arising out of the administration and/or supervision of on-site rapid testing of COVID-19	$100,000 per occurrence and aggregate $2,000,000 CharterSAFE's member combined aggregate	$0
*A list of *High-Risk Activities* is available at www.chartersafe.org or you may contact Egan Yu (eyu@chartersafe.org / (310) 984-6611).		

Employee Benefits Liability

Coverages	Limits	Deductibles
Employee Benefits Liability	$5,000,000 per occurrence and member aggregate	$0

Educator's Legal Liability

Coverages	Limits	Deductibles
Educator's Legal Liability	$5,000,000 per occurrence and member aggregate	$2,500 per occurrence
Special Education Program Legal Expense Coverage – Reimbursement Sublimit	$50,000 per occurrence/ aggregate reimbursement sublimit $5,000,000 CharterSAFE Members' Combined Annual Aggregate	$7,500 per occurrence

Childhood Sexual Assault Liability

Coverages	Limits	Deductibles
Childhood Sexual Assault Liability	$5,000,000 per **claim** and member aggregate	$0 if school completes training requirement $100,000 if school did not complete training requirement
Reporting:	Claims must be reported to CharterSAFE within sixty (60) days after policy expiration. Coverage is provided on a claims-made basis.	

Training Mandate

Childhood Sexual Assault Prevention Training by CharterSAFE is available under the CharterSAFE Learning Center and is **REQUIRED** to be completed by 90% or more of staff within ninety (90) days of coverage renewal. New employees are required to complete the training within six (6) weeks of employment.

Law Enforcement Activities Liability

Coverages	Limits	Deductibles
Law Enforcement Activities Liability	$5,000,000 per occurrence and member aggregate	$0

Automobile

Coverages	Limits	Deductibles
Auto Liability, including autos scheduled with CharterSAFE, non-owned autos, and hired autos	$5,000,000 per occurrence and member aggregate	$0
Auto Physical Damage*	$2,000,000 per occurrence and member aggregate	$500 per occurrence for Hired Auto Physical Damage

*Auto Physical Damage described herein for hired automobiles is secondary to any/all rental coverage offered by the rental company(ies). CharterSAFE strongly advises our members to purchase auto physical damage when renting vehicles.

Excess Liability - SELF

Coverage Provided by:	Schools Excess Liability Fund (SELF)
Coverage:	Excess Liability with separate Memorandum of Coverage with separate terms, conditions, and exclusions.
Limits:	$50,000,000 per occurrence/claim and member aggregate as outlined by the SELF Memorandum of Coverage. This coverage is excess of the $5M limits above to total a limit of $55M.

CharterSAFE is a single member of SELF, a nonprofit scholastic JPA in California, for excess liability coverage. Please note that SELF is a separate entity from CharterSAFE and carries a separate Memorandum of Coverage with different limits, terms, conditions and exclusions. You can access SELF JPA's information at www.selfjpa.org.

Employment Practices Liability coverage within the SELF layer includes ONLY these three types: wrongful termination, discrimination, and/or sexual harassment.

CRIME

Coverages	Limits	Deductibles
Money and Securities **Forgery or Alteration** **Employee Dishonesty** **Computer and Funds Transfer Fraud**	$1,000,000 per occurrence and member aggregate	$2,500 per occurrence

PROPERTY

Perils Include: Direct Physical Loss subject to all the terms, conditions, and exclusions established in the applicable policy(ies)

Valuation: Replacement Cost as scheduled with CharterSAFE, see "Exposures & Locations" section

Coverages	Limits	Deductibles
Property	As scheduled with CharterSAFE subject to the maximum limit of $100,000,000 per occurrence. See "Exposures & Locations" section for scheduled limits.	$1,000 per occurrence **Causes of Loss:** 1. Water Damage: $10,000 per occurrence 2. Wildfire: $2,500 per occurrence
Boiler & Machinery / Equipment Breakdown	As scheduled with CharterSAFE subject to the maximum limit of $100,000,000 per occurrence. See "Exposures & Locations" section for scheduled limits.	$1,000 per occurrence
Business Interruption	$10,000,000 per occurrence	$1,000 per occurrence
Extra Expense	$10,000,000 per occurrence	$1,000 per occurrence

PLEASE NOTE:

Renovation and construction projects valued over $200,000 in hard and soft costs are not covered unless specifically endorsed onto the policy. If you have a renovation/construction project valued over $200,000 in hard and soft costs, please contact your CharterSAFE Representative: Egan Yu at eyu@chartersafe.org. CharterSAFE is able to endorse builder's risk coverage for renovation projects up to $10,000,000 onto your policy. Additional member contribution would apply.

If you are interested in a separate policy for flood and/or earthquake coverage, please contact Kiki Goldsmith (kiki_goldsmith@ajg.com/ 949-349-9842).

STUDENT AND VOLUNTEER ACCIDENT

Coverages	Limits	Deductibles
Student Accident	$50,000 per injury/accident 104 Week benefit period	$500 per injury/accident for *High-Risk Activities**
Volunteer Accident	$25,000 per injury/accident 104 Week benefit period	$500 per injury/accident for *High-Risk Activities**
*A list of *High-Risk Activities* is available at www.chartersafe.org or you may contact Egan Yu (eyu@chartersafe.org / (310) 984-6611).		

Terms & Conditions:

- Coverage is provided on an excess basis, but would become primary should the student or volunteer not have health insurance.

- Claim submission deadline: Ninety (90) days after the date of incident.

Optional Catastrophic Student Accident Coverage:

If interested in obtaining higher limits with or without sports included, please contact:

Gallagher
18201 Von Karman Avenue, Suite #200
Irvine, CA 92612

Kiki Goldsmith
Client Service Manager
kiki_goldsmith@ajg.com
949-349-9842

ADDITIONAL PROGRAM COVERAGES

Pollution Liability And First Party Remediation

Coverages	Limits	Deductibles
Pollution Liability and First Party Remediation	$1,000,000 per pollution condition or indoor environmental condition and aggregate $5,000,000 CharterSAFE Members' Combined Annual Aggregate	$10,000 per pollution condition

Reporting: Claim must be reported to CharterSAFE within sixty (60) days after policy expiration.
Coverage is provided on a claims-made basis.

Terrorism Liability

Coverages	Limits	Deductibles
Terrorism Liability	$5,000,000 per occurrence and CharterSAFE Members' Combined Annual Aggregate	$0

Reporting: Claim must be reported to CharterSAFE within sixty (60) days after policy expiration.
Coverage is provided on a claims-made basis.

Terrorism Property

Coverages	Limits	Deductibles
Terrorism Property	As scheduled with CharterSAFE subject to the maximum limit of $20,000,000 per occurrence. See "Exposures & Locations" section for schedule limits.	$1,000 per occurrence

Cyber Liability

Coverages	Limits	Deductibles
Cyber Liability including Ransomware	$1,000,000 per **claim** $5,000,000 CharterSAFE Members' Combined Annual Aggregate	$10,000 per **claim**
Ransom Payment Sublimit	Qualification Level 1 - $250,000 sublimit* Qualification Level 2 - $100,000 sublimit* Qualification Level 3 - $50,000 sublimit*	

Reporting: Claim must be reported to CharterSAFE within sixty (60) days after policy expiration.
Coverage is provided on a claims-made basis.

*Requirement for Coverage to be in effect: Qualification Level 1 - submitted cyber application and have implemented (1) MFA for all remote systems access by faculty, staff, and contractors; (2) backup data is stored in a cloud or offline using separate credentials; (3) implemented an EDR tool or MDR service.
Qualification Level 2 - submitted cyber application and have implemented (1) MFA for all remote systems access by faculty, staff, and contractors; (2) backup data is stored in a cloud of offline using separate credentials.
Qualification Level 3 - Members who did not submit a cyber application and/or do not meet the security requirements.

WORKERS' COMPENSATION & EMPLOYER'S LIABILITY

Coverages	Limits	Deductibles
Workers' Compensation	Statutory	$0
Employer's Liability	$5,000,000 per Accident $5,000,000 by Disease per Employee $5,000,000 by Disease Policy Limit	$0

Auditable:

The estimated payroll figure will be audited at the end of each coverage period. CharterSAFE will request copies of the 941 Federal Quarterly Reporting Forms on a quarterly basis to verify the payroll figure. If the estimated payroll figure has been overestimated, a refund will be issued. If the estimated payroll figure has been underestimated, an invoice for the additional amount due will be issued.

Coversheet

403b Retirement Plan

Section: V. Governance
Item: G. 403b Retirement Plan
Purpose: Vote
Submitted by:
Related Material: CSCE TCG 403b Presentation.pdf
                      403b and 457 Third Party Administration Contract CSCE.docx

Community School for Creative Education

June 6th, 2022

Presented by: Art Wexler AIF® Vice President

History of 403bComply

2008 - TCG Administrators ("TCG") has provided 403(b) and 457(b) plan administration and compliance services in Partnership with the California State Teachers' Retirement System ("CalSTRS") through the CalSTRS 403bComply program

Program built up to 170+ districts across CA

2020 - CalSTRS explores focusing on 403b/457b products

April 2021 - CalSTRS a decision was made that TCG would be purchasing 403bComply from CalSTRS.
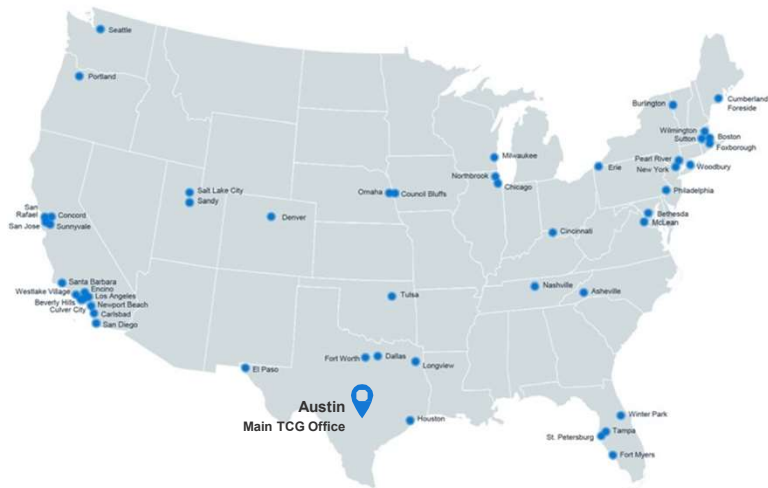
July 2021 - TCG agrees to be acquired by HUB International

2

Retirement & Private Wealth Services

We help you get ready for tomorrow

When you partner with TCG, a HUB International Company you're at the center of a vast network of retirement, wealth management, and financial wellness specialists ready to bring clarity to a changing world with tailored solutions and unrelenting advocacy.

National Reach | Local Support

Austin
Main TCG Office

Who We Serve

Organizations
For-Profit companies, Not-for-profit organizations and governmental entities

Individuals and Families
Mass affluent and high net worth individuals and families

Employees
Workforce and executives

Advisory	Retirement Plans
$142B+	**7,900**
Retirement plan assets under advisement	Retirement plans under advisement

HUB by the Numbers

530+
Locations in North America

14,000+
Employees

*HUB International Limited ("HUB") owned RIAs provide investment advisory and management services to its respective clients, under the general trade name of HUB Retirement and Private Wealth. All current HUB RIAs maintain a combined total of $142,591,409,383 in aggregated regulatory assets under management ("Aggregated AUM"), based on the reported AUM for each respective individual HUB RIA effective as of December 31, 2021. The AUM for each individual HUB RIA may be found in the respective Form ADV for each respective HUB RIA. This Aggregated AUM for all HUB RIAs are broken out as follows: $109,917,037,538 in nondiscretionary institutional AUM; which AUM primarily represents qualified retirement plan assets (both ERISA and non- ERISA plans), non-qualified plan assets, and other types of institutional assets. $25,448,924,412 in discretionary institutional AUM; which AUM primarily represents qualified retirement plan assets (both ERISA and non-ERISA plans), non-qualified plan assets, and other types of institutional assets. $7,225,447,433 in Private Wealth Client AUM; which is a combination of both discretionary and non-discretionary AUM.

3

TCG Administrators

- Full-service Third-Party Administrator for:
  - 457(b) Retirement Plan
  - 403(b) Retirement Plan
  - 401(a) Savings Plan
  - FICA Alternative Plan
- Specialized in servicing retirement plans for public school districts and other government employers
- TCG Administrators leverages technology to decrease the administration workload
- Offers in-house customer service department to all plan participants

Administration Services

- Participant support – loans, distributions, and other general requests
- Plan design
- Payroll file integration
- Plan benchmarking
- Recordkeeping
- Compliance support

403(b)/457(b) Tax-Deferred Savings Plan

- Full-service Administration & Support
  - Paperless process
  - Daily approval of distributions
  - Full IRS compliance of account transactions and plan documents
- Voluntary, pre-tax and Roth deferrals from paycheck
- Conduct business related to your 403(b)/457(b) account
  - Enroll
  - Make changes (contribution amount or vendor)
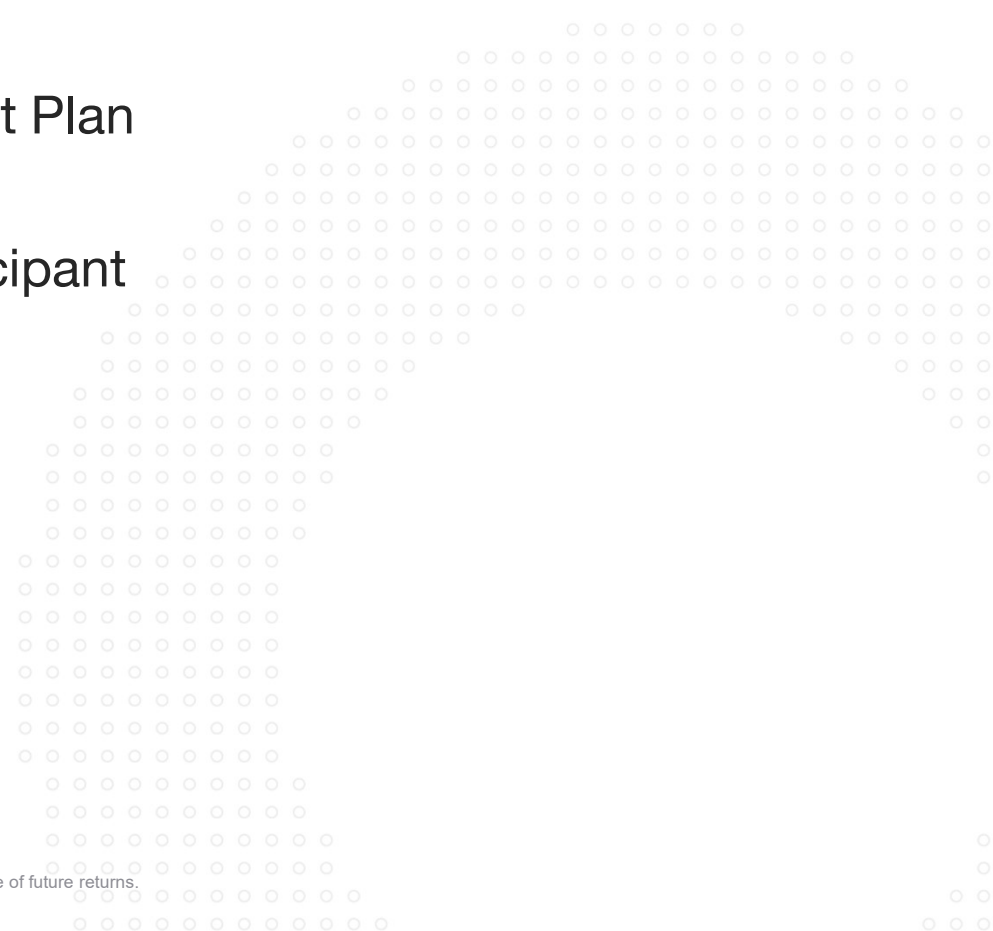 - Obtain approval for distributions

Contact Information

www.calstrs403bcomply.com
(800) 943-9179
403b@calstrs403bcomply.com

5

Explanation of costs

District Paid

- Fee Schedule 403(b)/457(b) Retirement Plan
- Total Annual Fees
  - Annual Fee $24.00 per active participant

Thank You

www.tcgservices.com

Important Disclosures

Investment advisory services offered through TCG Advisors, an SEC registered investment advisor. Insurance Services offered through HUB International. Recordkeeper and Third Party Administrator services offered through TCG Administrators, a HUB International Company. FinPath is offered through RPW Solutions.

HUB International, owns and operates several other entities which provide various services to employers and individuals across the U.S.

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Past performance may not be indicative of any future results. No current or prospective client should assume that the future performance of any investment or investment strategy referenced directly or indirectly in this report will perform in the same manner in the future. Different types of investments and investment strategies involve varying degrees of risk—all investing involves risk—and may experience positive or negative growth. Nothing in this presentation should be construed as guaranteeing any investment performance.

An investment in the plans discussed will involve a significant degree of risk, and there can be no assurance that the investment objectives will be achieved or that an investment therein will be profitable. The hypothetical performance presented herein reflects the reinvestment of dividends and other earnings, the deduction of all management fees, performance-based allocations, brokerage fees and other expenses applicable to the Fund. Investors will experience individual returns that vary materially from those illustrated in this presentation depending on various factors, including but not limited to, the timing of their investment, the level of fees, and the effects of additions and withdrawals from their capital accounts. Certain of the performance information presented herein are unaudited estimates based upon the information available to the Firm as of the date hereof, and are subject to subsequent revision as a result of the Fund's audit. Past performance is not necessarily indicative of the future performance or the profitability of an investment in a plan. An investment in a plan will be subject to a wide variety of risks and considerations as detailed in the offering documents. The information set forth herein will be qualified in its entirety by the information set forth in the offering documents.

This presentation includes forward-looking statements. All statements that are not historical facts are forward-looking statements, including any statements that relate to future market conditions, results, operations, strategies or other future conditions or developments and any statements regarding objectives, opportunities, positioning or prospects. Forward-looking statements are necessarily based upon speculation, expectations, estimates and assumptions that are inherently unreliable and subject to significant business, economic and competitive uncertainties and contingencies. Forward-looking statements are not a promise or guaranty about future events.

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THIRD PARTY ADMINISTRATION CONTRACT

This Third Party Administrator Agreement (the "Agreement") is entered into effective as of <u>June 6th, 2022</u>, by and between Community School for Creative Education and TCG Administrators, LP ("Third Party Administrator" and "TCG") as successor to the Employer's contract with CalSTRS 403bComply.

For good and valuable consideration, the receipt and sufficiency of which is hereby expressly acknowledged, the parties agree as follows:

1. <u>Contract Term.</u> The Employer agrees to retain Third Party Administrator and Third Party Administrator agrees to provide services to the Employer for a period of three years, commencing on the Effective Date and terminating at the end of the twelfth month thereafter, unless earlier terminated pursuant to the terms of this Agreement (the "Contract Term"). The contract shall be automatically renewed for successive periods of one year each, unless earlier terminated pursuant to the terms of this Agreement, or, either party gives notice of its intention to not automatically renew the contract for a successive period by providing written notice, pursuant to section 8, at least thirty days prior to the end of the then-current term.

2. <u>Duties of the Third Party Administrator Regarding the Plans Maintained under Applicable Sections of the Internal Revenue Code for Governmental Plans.</u> Indicate plans for which the Third Party Administrator will provide services by checking the applicable sections below (the "Plans").

   i. ☐ <u>403(b) Plan Duties of the Third-Party Administrator.</u> Third Party Administrator shall provide services to the Employer. Such services will include the following regarding the Employer's Section 403(b) Retirement Plan (the "403(b)Plan"):

   A. Services to be Provided Beginning with the Effective Date of this Agreement: (except as otherwise noted below):
      (1) Maintain salary reduction records of employees participating in the 403(b) Plan, including each employee's salary reduction amount and the allocation of each employee's contribution to the funds and/or products available under the 403Plan;
      (2) Determine each employee's eligibility to enter the 403(b) Plan, enter into salary reduction agreements with eligible companies providing funds and/or products available under the 403(b) Plan, ability to change election amounts under the 403(b) Plan and the employee's contribution limits under Sections 403(b), 415 and 402(g) (the "Maximum Annual Contribution") of the Internal Revenue Code of 1986, as amended;
      (3) Develop a written 403(b) Plan ("plan document") for the Employer that (a) complies with the final 403(b) regulations and other applicable federal tax rules and (b) meets the Employer's specific needs;
      (4) Provide an Internet-based Web Portal and 403(b) Plan Data Base for the Employer;
      (5) Process all 403(b) Plan transaction requests from Participants (Enrollments, Distributions, etc.) through the Third Party Administrator Website;

Page **1** of **10**

(6)   Monitor each transaction for compliance with 403(b) and 403(b) Plan rules;

(7)   Approve each transaction compliance with 403(b) Plan rules, then transmit them to the vendors that the Employer has approved to participate in the 403(b) Plan;

(8)   Maintain records of all 403(b) Plan transactions;

(9)   Receive electronic payroll files and payroll deductions from the Employer, reconcile payroll deductions and forward deductions to vendors within two business days of receipt of funds and payroll records in good order;

(10)   If any deductions must be delayed due to incomplete data or data that cannot be reconciled, these funds will be placed in suspense pending resolution and will not delay transmittal of all other deductions;

(11)   Answer compliance questions for administrative and payroll personnel as needed;

(12)   Handle compliance questions for employees as needed;

(13)   Assist with corrective action on compliance problems involving the 403(b) Plan with the Internal Revenue Service or other regulatory agencies;

(14)   Vendor Compliance – The Employer agrees to the following requirements for all vendors in the 403(b) Plan:

      i.   Vendors will process transactions and send electronic records to Third Party Administrator. Third Party Administrator will maintain a database of all transactions and monitor them for continuing compliance (e.g., loan defaults);

     ii.   All vendors must agree to participate in this electronic data exchange process in order to be approved in the 403(b) Plan;

   iii.   Vendors, their products, and the marketing of these products must comply with applicable state laws;

   iv.   Provide Participants with the ability to view all of their 403(b) investments by company, for those that provide electronic data feeds to the Third Party Administrator in accordance with its specifications.

Third Party Administrator agrees not to accept any payments from vendors except as provided herein. The services provided by the Third Party Administrator will be provided on a fee-for-service basis to Employer. Employer may choose to pass all or part of the cost of the services to Participants and/or the vendors, to the extent permitted by applicable laws. Third Party Administrator will assist the Employer in deducting fees from Participants' payroll deductions, if needed.

ii.   457(b) Duties of the Third Party Administrator. Third Party Administrator shall provide services to the Employer. Such services will include the following regarding the Employer's Section 457(b) Retirement Plan (the "457(b) Plan"):

A.   All Accounts

(1)   Administration of the compliance for the Employer's 457(b), including establishing a Trust or Custodial Account, on behalf of the employer, for the 457(b) Plan,

(2)   Management for the 457(b) Plan, including all forms, procedures and software needed, handling of all participant distributions from the 457(b) Plan;

(3)   Annual review of design of the 457(b) Plan and updates, as needed;

(4)   Documents and summary descriptions of the 457(b) Plan kept up to date;

(5)   Annual compliance review of operations of the 457(b) Plan;

(6)   Training for administrative and payroll personnel as needed about the 457(b) Plan;

(7)   Handling of compliance questions as needed about the 457(b) Plan;

(8)   Assistance with software design/payroll system issues related to compliance and administration for the 457(b) Plan;

(9)   Assistance with corrective action on compliance problems involving the 457(b) Plan with the Internal Revenue Service or other regulatory agencies;

(10)   Research changes in federal laws and regulations and other rules to determine the effect of these on 457(b) Plan design and operations and keep the employer informed of actions needed;

(11)   Answer questions for administrative and payroll personnel as needed.

B.   Accounts with Investments through the TCG Administrative Platform

(1)   Offering all 457(b) Plan investments and services to 457(b) Plan participants through an Internet Website (this includes both pooled/Trustee-directed investments and participant-directed investments);

(2)   Send and receive data electronically from investment and/or insurance companies to facilitate the fastest possible investment of participants' funds, balance 457(b) Plan records daily, and provide online financial data to the Employer and 457(b) Plan participants;

(3)   Send and receive payroll data and changes by electronic download file from the Employer's payroll system and upload deductions and other Third Party Administrator information back to Employer electronically;

(4)   Generate a billing report to Employer to review for changes (optional);

(5)   457(b) Plan contributions wired or mailed from employer payroll office each pay period to the 457(b) Plan Custodian;

(6)   Maintain records of eligible employees and their salary reduction amounts, including each employee's annual election and the allocation of each employee's contribution to the funds available under the 457(b) Plan.

All such services shall be provided by the Third Party Administrator upon reasonable prior notice to the Third Party Administrator by the Employer. The Employer may require the Third Party Administrator to render such services to or on behalf of the Employer in connection with a contract, joint venture, partnership, or other arrangement entered into with an affiliate of the Employer or any other party. Third Party Administrator agrees that they will provide services under this Agreement using the standards of care, skill, and diligence normally provided in the performance of the same or similar services.

The Employer acknowledges that some of the services listed herein for the 457(b) Plan may be provided by TCG Advisory Services, LLC ("TCG Advisors") in its capacity as Investment Advisor to the 457(b) Plan. The Employer hereby agrees to sign a separate Investment Advisory Agreement with TCG Advisors in order to receive these services for the 457(b) Plan. The Employer

Page **3** of **10**

also agrees that the Third Party Administrator will pay TCG Advisors the fee listed in the attached Schedule of Fees from 457(b) Plan assets.

The Employer acknowledges that the service of receiving 457(b) Plan funds and forwarding these along with necessary records to the investment companies providing fund options for the 457(b) Plan may be provided through a Custodial Agreement between Third Party Administrator and Matrix Trust Company or its successor, and the Employer hereby agrees to sign a separate Master Custodial Account Administration Agreement with the Third Party Administrator whereby Third Party Administrator will contract for such custodial services on the Employer's behalf with Matrix Trust Company. The Employer also agrees that the Third Party Administrator will pay the fees of Matrix Trust Company.

The Employer acknowledges that the service of providing investment and/or annuity options to which 457(b) Plan participants will be able to direct their contributions and assets under the 457(b) Plan will be provided by investment and/or insurance companies. The Employer hereby agrees to sign separate agreements or contracts with these investment and/or insurance companies in order to receive these services for the 457(b) Plan, if required. The Employer also agrees that the investment and/or insurance companies may deduct fees from the accounts of 457(b) Plan participants who direct their contributions and/or assets to the funds and/or products of these companies in accordance with the companies' prospectuses and/or insurance company policies or contracts. The Employer also acknowledges that the investment companies and/or insurance companies may pay commissions to individuals who have contracted with these companies to sell their funds and/or products.

3. Compensation. Subject to the terms and conditions hereof, in consideration of the services to be rendered by the Third Party Administrator to Employer hereunder, Employer agrees to pay the Third Party Administrator, commencing on the Effective Date and continuing throughout the Contract Term, unless earlier terminated pursuant to the terms of this agreement, the fees listed in the attached Schedule of Fees.

Additional services not listed under Section 2 shall be provided at the rate of $150 per hour. Hours shall be billable in minimum increments of fifteen (15) minutes. Any hourly fees shall be approved in advance by the Employer.

Once a month, Third Party Administrator will furnish the Employer with a statement setting forth the services rendered by Third Party Administrator under this Agreement for which they have not then been paid. Within 30 days after receiving Third Party Administrator's statement for services rendered, the Employer shall remit to Third Party Administrator the fee payment required by this Agreement. Failure of the Employer to remit complete and timely payment after one additional thirty (30) day notice of unpaid fees shall be considered a material breach of the Agreement and shall discharge Third Party Administrator from any obligation to provide additional services. However, such failure to pay the Third Party Administrator shall not relieve the Employer of the obligation to pay the Third Party Administrator all fees stipulated by this Agreement.

The Third Party Administrator shall be allowed to charge each vendor in the 403(b) and 457(b) Plan (the "Plans") a Vendor Support Services Fee equal to either $1.50 per participant in the Plans (defined as having an account balance whether contributing or not) or, if records are not available from the vendor to assess this fee, $1.75 per month per active participant having a payroll deduction. The payment of the Vendor Support Services Fee or the failure to pay such fee will not affect the administration of the Plans, direct service to the Plans' participants or the compliance services that the Employer or the participants receive. Such services shall include, but are not limited to:

(1) Support and advice for sales representatives (if any), including assisting them with enrollment and distributions for their clients, providing copies of paperwork and other required services;

(2) Importing change reports directly from the Vendor so their participants do not need to go to TCGs' web site to change contribution amounts;

(3) Using DocuSign for 403(b) distributions so as soon as we update a transaction request, it gets sent via secure email to the email address the Vendor and/or representative provides;

(4) Letting the Vendor have different remittance addresses for different employers if they want contributions in those districts sent to another provider;

(5) A future goal is to have a default investment choice for the Vendor so that if the employee selects the vendor but did not specify a product or investment with the Vendor, the employee's funds can be processed automatically;

(6) Other services as they become available.

All of these depend on the Vendor and Third Party Administrator being able to work out administrative details and procedures for providing these services. Third Party Administrator agrees that they will provide services under this Agreement using the standards of care, skill, and diligence normally provided in the performance of the same or similar services. The Employer agrees to provide all necessary data and support in the manner specified by the Third Party Administrator as needed to allow the Third Party Administrator to provide the services listed above.

4. <u>Reimbursement of Expenses.</u> During the Contract Term, the Employer shall, within thirty (30) days after its receipt of appropriate documentation from Third Party Administrator, reimburse Third Party Administrator for all reasonable and necessary out of pocket expenses which are properly documented and which are incurred by Third Party Administrator in connection with the services rendered hereunder, if any. Any expenses under this Agreement other than those provided in the attached Schedule of Fees must be approved in advance by the Employer.

5. <u>Independent Contractor.</u> The parties acknowledge that Third Party Administrator is a skilled professional benefits administrator who will be rendering professional services pursuant to this Agreement. Third Party Administrator will use their professional judgment and expertise to accomplish the details of their work. Third Party Administrator is, and shall for all purposes be considered, an independent contractor, and nothing in this Agreement shall be deemed to create or imply an agency or employment relationship between Third Party Administrator and the Employer (or any affiliate of the Employer). In this respect, Third Party Administrator acknowledges and agrees that they shall have no right or authority to commit or obligate the Employer in any way to any third party or parties unless specifically authorized to do so by an authorized officer of the Employer.

Page **5** of **10**

The parties acknowledge that Third Party Administrator is free to perform services for other persons or entities and that this agreement is not an exclusive arrangement for the services of Third Party Administrator.

The parties also acknowledge that, at the time of entering this agreement and during the Contract Term, or any renewal period, Third Party Administrator is or may be engaged to perform services for any other employer, organization or individual without the permission of the Employer.

Further, Third Party Administrator acknowledges and agrees that they will not be entitled to any benefits generally provided by the Employer to its employees (including, without limitation, health insurance, retirement, severance, vacation, and disability) or any compensation other than what is set forth in Section 3 above.

It is understood and agreed that Third Party Administrator shall pay all taxes, licenses, and fees levied or assessed on Third Party Administrator in connection with or incident to the performance of this Agreement by any governmental agency, including, without limitation, unemployment compensation insurance, old age benefits, social security, or any other taxes upon wages of Third Party Administrator, its agents, employees, and representatives. Third Party Administrator agrees to require the same agreements of their sub-contractors. Third Party Administrator agrees to furnish the Employer with the information required to enable it to make the necessary reports and pay taxes.

6. Confidentiality; Work Product. (a) Subject to (b), without the prior written consent of the Employer, Third Party Administrator specifically agrees that they will not at any time during or after the term of this Agreement divulge any confidential information (information not available to the public or which would be generally known by knowledgeable individuals in the industry who do not work for the Employer) obtained by Third Party Administrator during the Contract Term, including, but not limited to, the Employer's methods of operation, designs, concepts, processes, new developments, cost data, price data, trade secrets, formulas, financial condition, or information which came to Third Party Administrator's attention by reason of their performance hereunder. In the event that the Employer takes any legal action against the Third Party Administrator, or if it is necessary for the Third Party Administrator to take any legal action against the Employer in order to enforce the provisions of this Contract, then this section
    (a) shall become void and the Third Party Administrator shall be free to disclose such information to the extent that it is necessary to provide for a defense against any legal action by the Employer or to pursue any legal action against the Employer.
    (b) Any and all work product, inventions, discoveries, formulas, patterns, devices, compilations, codes, moral rights, developments, trade secrets, know-how, show-how, mask work right, patents, copyrights, trade or service marks, trade names, work made for hire, presentations, seminars, compliance material, position papers, contract forms, document forms, or intellectual property protection or intangible legal rights or interests, developed or acquired in the course of providing services pursuant to this Agreement, shall be the joint property of the Employer and the Third Party Administrator, and the Third Party Administrator shall have the right to use such information or rights freely without the permission of or compensation to the Employer. If any confidential information as defined in section (a) is included in such

material, the material may be used by the Third Party Administrator if any confidential information is deleted before being used.

7. <u>Employer Property.</u> Other than property and rights covered by paragraph 6(b), the Employer and Third Party Administrator understand and agree that all Employer records, computer print outs, and any other records, files, documents, drawings, specifications, equipment, books and other similar items relating, in any manner whatsoever, to the business of the Employer shall remain the exclusive property of the Employer. All such books, records, data, logs, programs and records in Third Party Administrator's possession or under Third Party Administrator's control belonging to the Employer shall be immediately returned by Third Party Administrator to the Employer upon any termination of this Agreement or upon any request for such documents and materials by the Employer. To the extent that such books, records, data, logs, programs and records in Third Party Administrator's possession or under Third Party Administrator's control belonging to the Employer also represent a work product of the Third Party Administrator, as defined in section 6(b), the Third Party Administrator may keep a copy of such items, subject to the restrictions and rights of the Third Party Administrator and the Employer as provided in section 6.

8. <u>Notice.</u> Any notice provided or permitted to be given under this Agreement must be in writing, but may be served by deposit in the mail, addressed to the party to be notified, postage prepaid, and registered or certified, with a return receipt requested. Notice given by registered mail shall be deemed delivered and effective on the date of delivery shown on the return receipt. Notice may be served in any other manner, including telex, telecopy, telegram, etc., but shall be deemed delivered and effective as of the time of actual delivery. For purposes of notice the addresses of the parties shall be as follows:

If to the Employer, to:

Superintendent
Address of the Central Administration Building of the Employer as posted on the Employer's website

If to Third Party Administrator, to:

<u>TCG Administrators</u>

<u>900 S. Capital of Texas Highway, Suite 350</u>

<u>Austin, TX 78746</u>

Such addresses may be changed from time to time, by written notice to the other party.

9. <u>Indemnification.</u> Third Party Administrator agrees to accept liability for any federal compliance violations that occur directly as the result of any administrative services, advice, actions, agreements or other activity provided under section 2 of this Agreement, provided that any actions that the Third Party Administrator has advised the Employer to take have been carried out by the Employer as

Page **7** of **10**

advised or actions that the Employer has been advised by the Third Party Administrator not to take have not been taken as advised. In the event that the Third Party Administrator is liable for any federal compliance violations under the terms of this Agreement, the Third Party Administrator shall provide for correction of the violation(s) by the least expensive method, which alleviates all liability for the Employer in a reasonable time frame for the matter involved.

10. <u>Entire Agreement.</u> This Agreement sets forth the entire understanding of the parties with respect to the matters contemplated hereby and any previous agreements or understandings between the parties are superseded by this Agreement. This Agreement shall also replace any and all previous contracts, agreements or understandings between the Employer and the Third Party Administrator.

11. <u>Assignability.</u> Third Party Administrator shall have the right to assign, transfer or delegate its rights or obligations hereunder with prior notice to the Employer. This Agreement, with the Third Party Administrator's prior written consent, may be assigned or transferred to any affiliate of the Employer or to any partnership or joint venture in which the Employer or any affiliate of the Employer participates. This Agreement shall be binding upon and shall inure to the benefit of, any of the Employer successors or assigns.

12. <u>Amendment of Agreement; Waiver.</u> This Agreement may only be amended or modified by written instrument duly executed by each of the parties hereto. The failure of a party to insist upon strict performance of any provision of this Agreement shall not constitute a waiver of, or estoppel against asserting, the right to require performance in the future. A waiver or estoppel in any one instance shall not constitute a waiver or estoppel with respect to a later breach.

13. <u>Choice of Governing Law and Forum.</u> This Agreement shall be construed and enforced in accordance with the laws of the state in which the Employer's primary administrative offices are located.

14. <u>Headings.</u> The headings contained herein are for convenience and reference only and are not intended to define, limit or describe the scope or intent of any provision of this Agreement.

15. <u>Ambiguities.</u> In the event that it shall be determined that there is any ambiguity contained herein, such ambiguity shall not be construed against either party hereto as a result of such party's preparation of this Agreement but shall be construed in light of all of the facts, circumstances and intentions of the parties at the time this Agreement is executed.

16. <u>Severability.</u> In the event any one or more of the provisions contained herein shall, for any reason, be held to be invalid, illegal or unenforceable in any respect, such invalidity, illegality or unenforceability shall not affect any other provision hereof, and this Agreement shall be construed as if such invalid, illegal, or unenforceable provision had never been contained herein.

17. <u>Counterparts.</u> This Agreement may be executed in several counterparts, each of which is an original and any person may become a party hereto by executing a counterpart hereof. This Agreement and any counterpart so executed shall be deemed to be one and the same instrument. It shall not be

necessary in making proof of this Agreement or any counterpart hereof to produce or account for any of the other counterparts.

18. <u>Mediation.</u> The parties agree to make a good faith effort to resolve any disagreements through voluntary, non-binding mediation before pursuing any legal action. The costs of the mediation shall be shared equally by the parties.

19. <u>Contract Termination.</u> This Agreement may be terminated prior to the end of the Contract Term if the Third Party Administrator or the Employer is dissolved or otherwise ceases to continue doing business. This Agreement shall be terminable by Employer upon:

    (a) The failure by Third Party Administrator to cure the nonperformance of duties outlined in this Agreement or any breach of any provision hereof within 30 days after receiving written notice from Employer; or

    (b) This Agreement shall automatically terminate upon bankruptcy, insolvency, or upon the assignment for the benefit of creditors by Third Party Administrator; or

    (c) Conviction of Third Party Administrator of violation of any criminal law or statute; or

    (d) Conviction of Third Party Administrator of performing any fraud or dishonesty affecting Employer or the Plans.

Upon occurrence of any of the foregoing, this Agreement may be terminated by Employer by providing written notice to the Third Party Administrator. The date of termination specified in the notice may be any date thirty (30) days or more after the date of receipt of notice.

Upon termination of this Agreement, neither party shall have any further obligation to the other.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement as of the date first written above.

EMPLOYER: **THIRD PARTY ADMINISTRATOR:**

<u>Community School for Creative Education</u>   TCG Administrators, LP _____

<mark>By:</mark>_____   By:_____

Name:<u>Kimberly</u> <u>Palmore</u>_____   Name:_____Scott Hauptmann_____

Title: __**Business Operations Manager**__   Title:_____Partner/COO_____

Exhibit I

<u>Schedule of Fees</u>

403(b) Plan Administration Fees

$2.00 per Participant in the 403(b) Plan per month
A Participant shall be defined for billing purposes as an employee having an active payroll deduction in the month to which the invoice applies.

Fees may be paid by the Employer, the vendors, the Plan participants or any combination, to the extent permitted by applicable laws. Please indicate below how fees are to be paid until otherwise changed by the Employer.

==Fees are to be paid by:==

      a. ____The Employer

      b. ____The Plan Participants

      c. ____The Vendors in the Plan

      d. ____Other: _____

457(b) Plan Fees
(a) Vendors Whose Assets Are Not Managed by TCG Advisors
Same as 403(b) Plan (see above)

(b) Vendors Whose Assets Are Managed by TCG Advisors
Fees to the Employer– None

Participant Account Administration and Investment Fees:

*Plan Administration – .40% (40 basis points) plus
$18.50 per participant annually*

Loan/distribution fee - $25.00 per transaction

Mutual Fund Fees – Depends on Funds selected by Participant

Fees will be offset by any revenue received from Mutual Fund Companies in the form of Sub-transfer agent fees

Coversheet

Board Calendar 2022-2023

Section:	VI. Other Business
Item:	B. Board Calendar 2022-2023
Purpose:	Vote
Submitted by:	
Related Material:	For Board Approval 6 12 22 CSCE_Board_Calendar_2022-2023 (1).docx

**Community School
for Creative Education**

社羣創新學校
Escuela Comunitaria de Educación Educativa
Trường Học Cộng Đồng Cho Sáng Kiến Học Tập

Community School for Creative Education
Board Meeting Calendar 2022-2023
For Board Review and Approval 6 12 2022

Location:
Community School for Creative Education
2111 International Blvd
Oakland, CA 94606

ZOOM Link
For ZOOM Link Go To
https://app2.boardontrack.com/public/maUTAb/nextAgenda

Times:
All meetings are held from 6pm – 8pm, unless otherwise posted
All meetings are held on ZOOM, until otherwise posted.

Dates:
Monday, August 1, 2022

Monday, September 12, 2022

Monday, October 3, 2022

Monday November 7, 2022

Monday December 5, 2022

Monday, January 9, 2023

Monday, February 6, 2023

Monday, March 6, 2023

Monday, April 17, 2023

Monday, May 8, 2023

Saturday, June 10th, 2023, 10am – 1pm Board Retreat

Coversheet

Board Annual Retreat 11a - 1p (same Zoom link) Sunday June 12, 2022

Section: VI. Other Business
Item: C. Board Annual Retreat 11a - 1p (same Zoom link) Sunday June 12, 2022
Purpose: FYI
Submitted by:
Related Material: CSCE Retreat Agenda 6.12.2022 (2).docx

Community School for Creative Education

社群創新學校
Escuela Comunitaria de Educación Educativa
Trường Học Cộng Đồng Cho Sáng Kiến Học Tập

11a-1p June 12, 2022 Annual Retreat

Join Zoom Meeting
https://zoom.us/j/95930595187?pwd=OTVYM1lFNG5YNTVjRk9tTEJwM1Nkdz09

Meeting ID: 959 3059 5187 Passcode: CSCE2111
Lunch Provided If Ordered

Chair:
Sarah Richardson Baker Board Chair & Dr Ida Oberman ED
Facilitator & Timekeeper:
Sam Falk, Board on Track

Agenda Item	Objective	Presenter	Materials	Time
Welcome	- Welcome - Purpose - Agenda Overview - Ground Rules - Ice Breaker	Ida & Sarah	None	11:00 - 11:15 am (15 min)
One Question Survey	Board members will see where they agree on what to improve on as a board this coming year	Sam Falk	One Question Survey Report Document	11:15 - 11:30 am (15 min)
Mission Vision	Overview: Where did we come from and where are we headed: 10 years from now	Ida & Sarah	Mission Example of goals: Closing Achievement gap, More parent and multi-generational engagement, more community engagement, providing resources, focused leadership, influencing the system, governance strength, renewal reports, fiscal sustainability	11:30 - 11:40 am (15 min)
Group Vision Setting	Groups break out to identify what it may look like when our vision is true in 10 years. What will we see in 10 years when we visit CSCE advancing our mission.	Sam Falk	Paper and pen	11:40 - 12:00 am (20 min)

San Antonio Preparatory Community School provides a college preparatory education through high-quality instruction and rigorous curriculum inside a challenging and supportive learning environment, ensuring all students in grades 5-12 graduate from college and succeed in the careers of their choice.

Vision Setting Share Out	Groups share out the tangible markers discussed in the group break outs.	Ida & Sarah		12:00 - 12:15 pm (15 min)
Steps to Advance to the 10 year plan	Effective committee structure for CSCE to accomplish its goals	Sam Falk	Presentation	12:15 - 12:30 pm (15 min)
Generating a Board Plan 2022-2023	The Governance Committee will be the driver of the strategic planning process. It will engage a 'Strategic Planning Taskforce'. That Task Force should build stakeholder involvement for strategic planning.	Ida, Sarah & Sam	Committees: - Governance - ED Support & Evaluation - Fund & Community Development - Academic Excellence - Finance - Ad Hoc Facilities	12:30 - 12:50 pm (20 min)
Next Steps	Board Study - Committees meet to identify goals - Next meeting 8/1/11 6pm - Enjoy your lunch!	Ida & Sarah	Understanding Waldorf Education: Teaching from the inside out by Jack Petrash	12:50 - 12:55 pm (5 min)
Closing	Appreciations Have a beautiful Summer Adjourn	Ida & Sarah		5 min