



## 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

## BOARD MEMBERS

1. Adrienne Barnes
2. Allegra Alessandri
3. Anastasia Prentiss
4. Grace Pang
5. Kevin Ary
6. Lesbhia Morones
7. Martha Candido

## Agenda

	Purpose	Presenter	Time
<b>I. Opening Items</b>			<b>6:00 PM</b>
<b>A.</b> Record Attendance		Raul Alcantar	3 m
<b>B.</b> Call the Meeting to Order		Anastasia Prentiss	3 m
<b>C.</b> Agenda Approval	Vote	Anastasia Prentiss	3 m
<b>D.</b> Public Comment	Discuss	Anastasia Prentiss	5 m

	Purpose	Presenter	Time
<b>II. Consent Agenda</b>			<b>6:14 PM</b>
<b>A. Resolution of Findings under AB 361</b>	Vote	Anastasia Prentiss	2 m
<p>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</p> <p>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.</p>			
<b>B. Approve Minutes - Monday, November 7th, 2022</b>	Approve Minutes	Anastasia Prentiss	2 m
<b>C. October Check Register</b>	Vote	Kimberly Palmore	2 m
<b>D. November Check Register</b>	Vote	Kimberly Palmore	2 m
<b>III. Committee Updates</b>			<b>6:22 PM</b>
<b>A. Academic Excellence Committee</b>	Discuss	Anastasia Prentiss	2 m
<b>B. Development Committee</b>	Discuss	Ida Oberman	8 m
<b>C. Finance Committee</b>	Discuss	Adrienne Barnes	2 m
<b>D. Governance Committee</b>	Discuss	Anastasia Prentiss	10 m
<b>E. Facilities Committee</b>	Discuss	Phillip Gedeon	2 m
<b>IV. Academic Excellence</b>			<b>6:46 PM</b>
<b>A. CSCE CA Dashboard Overview</b>	Discuss	Phillip Gedeon	20 m
<b>B. Teacher Shortage Statement of Need</b>	Vote	Phillip Gedeon	5 m

	Purpose	Presenter	Time
<b>V. Development</b>			<b>7:11 PM</b>
<b>A. Gala Update</b>	Discuss	Kimberly Palmore	10 m
<b>VI. Finance</b>			<b>7:21 PM</b>
<b>A. First Interim Report</b>	Vote	Susan Lefkowitz	15 m
<b>B. 2021-2022 Annual Audit Report</b>	Vote	Kimberly Palmore	15 m
<b>C. Closing of Heritage Bank Account</b>	Vote	Kimberly Palmore	10 m
<b>VII. Governance</b>			<b>8:01 PM</b>
<b>A. Removal of Board Member(s)</b>	Vote	Anastasia Prentiss	10 m
<b>B. Review of CSCE Board Job Description</b>	Vote	Anastasia Prentiss	10 m
<b>C. Board Meeting Calendar for 2023</b>	Vote	Anastasia Prentiss	20 m
<b>D. Board On Track Highlight - Board Member Profile</b>	Discuss	Phillip Gedeon	15 m
<b>E. Head of School Report</b>	FYI	Phillip Gedeon	10 m
<b>F. Suicide Prevention Policy</b>	Vote	Kimberly Palmore	5 m
<b>G. Facilities Update</b>	Discuss	Ida Oberman	10 m
<b>VIII. Other Items</b>			<b>9:21 PM</b>
			<ul style="list-style-type: none"> <li>• Monday, January 9, 2023</li> <li>• Monday, February 6, 2023</li> <li>• Monday, March 6, 2023</li> <li>• Monday, April 17, 2023</li> <li>• Monday, May 8, 2023</li> <li>• Saturday, June 10th, 2023, 10am – 1pm Board Retreat</li> </ul>



	Purpose	Presenter	Time
<b>A. CSCE Library Revitalization Board Fundraising Challenge</b>	Discuss	Anastasia Prentiss	10 m
<b>B. CSCE Board Supports National Reading Day</b>	Discuss	Anastasia Prentiss	10 m
<b>IX. Closing Items</b>			<b>9:41 PM</b>
<b>A. Adjourn Meeting</b>	Vote	Anastasia Prentiss	1 m

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REASONABLE LIMITATIONS MAY BE PLACED ON PUBLIC TESTIMONY The Governing Board’s presiding officer reserves the right to impose reasonable time limits on public testimony to ensure that the agenda is completed.

REASONABLE ACCOMMODATION WILL BE PROVIDED FOR ANY INDIVIDUAL WITH A DISABILITY Pursuant to the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, any individual with a disability who requires reasonable accommodation to attend or participate in this meeting of the Governing Board may request assistance by contacting Community School for Creative Education, 2111 International Boulevard, Oakland CA 94606 510 686 4131.

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# Coversheet

## Approve Minutes - Monday, November 7th, 2022

**Section:** II. Consent Agenda  
**Item:** B. Approve Minutes - Monday, November 7th, 2022  
**Purpose:** Approve Minutes  
**Submitted by:**  
**Related Material:**  
Minutes for CSCE Board Meeting - Monday, November 7, 2022 6-8PM on November 7, 2022



*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;

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**Goal #5:** Launch long-term fundraising strategy for scale-up with financial stability

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#### **Directors Present**

A. Alessandri (remote), A. Barnes (remote), A. Prentiss (remote), G. Pang (remote), L. Morones (remote)

#### **Directors Absent**

K. Ary, M. Candido, S. Richardson Baker

#### **Guests Present**

A. Barraza (remote), I. Oberman (remote), K. Palmore (remote), L. Garrison (remote), P. Gedeon (remote), R. Alcantar (remote)

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### **I. Opening Items**

#### **A. Record Attendance**

#### **B. Call the Meeting to Order**

A. Prentiss called a meeting of the board of directors of Community School for Creative Education to order on Monday Nov 7, 2022 at 6:22 PM.

#### **C. Agenda Approval**

L. Morones made a motion to Approve Agenda as is except October Registra (was not uploaded to the packet).

A. Alessandri seconded the motion.

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

#### **Roll Call**

S. Richardson Baker Absent

M. Candido Absent

G. Pang Aye

K. Ary Absent

A. Prentiss Aye

A. Alessandri Aye

L. Morones Aye

A. Barnes Aye

#### **D. Public Comment**

## II. Consent Agenda

### A. Resolution of Findings under AB 361

L. Morones made a motion to Approve Resolution of Findings under AB 361.

A. Alessandri seconded the motion.

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

#### Roll Call

M. Candido	Absent
A. Barnes	Aye
L. Morones	Aye
A. Prentiss	Aye
S. Richardson Baker	Absent
K. Ary	Absent
G. Pang	Aye
A. Alessandri	Aye

### B. Approve Minutes - Monday, October 3, 2022

L. Morones made a motion to approve the minutes from 22-23 CSCE Monthly Board Meeting - Monday, October 3, 2022 on 10-03-22.

A. Alessandri seconded the motion.

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

#### Roll Call

M. Candido	Absent
L. Morones	Aye
A. Alessandri	Aye
A. Prentiss	Aye
K. Ary	Absent
A. Barnes	Aye
G. Pang	Aye
S. Richardson Baker	Absent

### C. Approve Minutes - Special Board Meeting October, 13, 2022

L. Morones made a motion to approve the minutes from CSCE Special Board Meeting on 10-13-22.

A. Alessandri seconded the motion.

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

#### Roll Call

A. Prentiss	Aye
K. Ary	Absent
A. Barnes	Aye
S. Richardson Baker	Absent
M. Candido	Absent
A. Alessandri	Aye
G. Pang	Aye
L. Morones	Aye

### D. October Check Register

## III. Governance

### A.

## Head of School Report

### B. Arts Block Grant Plan Template

A. Alessandri made a motion to Approve Arts Block Grant Plan Template.

A. Barnes seconded the motion.

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

#### Roll Call

G. Pang	Aye
S. Richardson Baker	Absent
L. Morones	Aye
A. Alessandri	Aye
K. Ary	Absent
A. Barnes	Aye
A. Prentiss	Aye
M. Candido	Absent

### C. Title IX Policy

A. Barnes made a motion to Approve Title IX Policy pending change of titles.

G. Pang seconded the motion.

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

#### Roll Call

S. Richardson Baker	Absent
L. Morones	Aye
K. Ary	Absent
G. Pang	Aye
M. Candido	Absent
A. Prentiss	Aye
A. Barnes	Aye
A. Alessandri	Aye

### D. Life AD&D, LTD, & Voluntary Life Insurance

A. Alessandri made a motion to Approve Life AD&D, LTD, & Voluntary Life Insurance.

A. Barnes seconded the motion.

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

#### Roll Call

A. Prentiss	Aye
K. Ary	Absent
L. Morones	Aye
A. Barnes	Aye
A. Alessandri	Aye
S. Richardson Baker	Absent
G. Pang	Aye
M. Candido	Absent

### E. AB 361 Update/AB 2449 New Teleconference Option

### F. Board Livescan Reminder

## 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 9:03 PM.

Respectfully Submitted,  
L. Morones

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# Coversheet

## October Check Register

<b>Section:</b>	II. Consent Agenda
<b>Item:</b>	C. October Check Register
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	CSCE Check Register October 2022.pdf



## Community School for Creative Education

Check Register 10/1/2022 through 10/30/2022

Payment Number	Payment Date	Payee Name	Rec Status	Check Amount	Account	Account Description	Transaction Description	Invoiced GL Amount
40000341	10/4/2022	Oakland Unified School District	Cleared	\$31,288.25	62-0000-0000-8700-5600-020-000-000	Space Rental	2022/2023 First Facility Fee Billing	<b>\$31,288.25</b>
40000348	10/6/2022	Ed Sped Solutions, Inc.	Cleared	\$2,310.00	62-3213-1110-1000-5810-020-000-000	Educational Consultants	Behavior Services - 8/1/22 - 8/15/22	<b>\$2,310.00</b>
40000352	10/6/2022	PowerSchool Group LLC	Cleared	\$1,061.73	62-0000-0000-2700-4410-020-000-000	Software and Software Licensing	PowerSchool SIS Hosted Subscription-9/28/22-8/29/23	<b>\$1,061.73</b>
40000356	10/6/2022	Teachers on Reserve	Cleared	\$379.12	62-0000-1110-1000-5812-020-000-000	Substitute Teacher Expense	Substitute Services - 9/12/22 - 9/16/22	<b>\$379.12</b>
40000359	10/6/2022	Uline	Cleared	\$562.11	62-7028-0000-2700-4400-020-000-000	Noncapitalized Equipment	Heavy Duty Wire Cart	<b>\$320.19</b>
					62-0000-0000-8100-4381-020-000-000	Materials For Plant Maintenance	Trash Liner	<b>\$241.92</b>
40000363	10/6/2022	Jessica Leavitt	Cleared	\$467.74	62-0000-0000-0000-9501-020-000-000	Accrued Salaries	Reissue PR Check 06/01/22	<b>\$467.74</b>
40000367	10/6/2022	Eric Mikuski	Outstanding	\$82.09	62-0000-0000-0000-9126-020-000-000	Cash in Bank Checking	Replacement Check for Excess STRS	<b>\$82.09</b>
40000366	10/6/2022	Kyle Moss	Outstanding	\$5.61	62-0000-0000-0000-9126-020-000-000	Cash in Bank Checking	Replacement of Stale Check	<b>\$5.61</b>
40000362	10/6/2022	Amy Gaerlan	Cleared	\$100.00	62-0000-0000-0000-9126-020-000-000	Cash in Bank Checking	To Reissue 02/28/22 Stale CK# 200035	<b>\$100.00</b>
40000357	10/6/2022	Tech Exchange	Cleared	\$6,915.62	62-3212-1110-1000-4430-020-000-000	Noncapitalized Student Equipment	Chromebooks - Qty 50	<b>\$6,915.62</b>
40000353	10/6/2022	Kimberly Palmore	Cleared	\$750.00	62-0000-0000-2700-4300-020-108-000	Materials & Supplies	REIMB: Gift Cards for ACFB Grant - 10/3/22	<b>\$750.00</b>
40000349	10/6/2022	First-Citizens Bank & Trust Co	Cleared	\$1,259.49	62-0000-0000-8700-5605-020-000-000	Equipment Rental/Lease Expense	Konica Copier Lease	<b>\$1,259.49</b>
40000345	10/6/2022	ChildCare Careers, LLC	Cleared	\$3,121.30	62-0000-1110-1000-5812-020-000-000	Substitute Teacher Expense	Substitute Teacher Services - 9/6/22 - 9/16/22	<b>\$3,121.30</b>
40000342	10/6/2022	Amazon Capital Services	Cleared	\$17.52	62-6500-5760-1190-4300-020-000-000	Materials & Supplies	Snacks for SpedEd Program	<b>\$17.52</b>

## Community School for Creative Education

Check Register 10/1/2022 through 10/30/2022

40000347	10/6/2022	East Bay Municipal Utility District	Cleared	\$957.61	62-0000-0000-8100-5501-020-000-000	Utilities	Water Charges from 7/18/22 - 9/15/22	<b>\$957.61</b>
40000351	10/6/2022	Maxim Healthcare Staffing Services, Inc.	Cleared	\$1,480.50	62-6500-5760-1190-5810-020-000-000	Educational Consultants	Behavior Tech - 9/19/22 - 9/23/22	<b>\$1,480.50</b>
40000355	10/6/2022	Townsend Maintenance Co., LLC	Cleared	\$8,270.00	62-3212-1110-2700-5900-020-000-000	Communications	Janitorial Maintenance October 2022	<b>\$8,270.00</b>
40000360	10/6/2022	Xobee Networks Inc	Cleared	\$108.00	62-0000-1110-2700-5900-020-000-000	Communications	Monthly Charges - October 2022	<b>\$108.00</b>
40000364	10/6/2022	Jun Lu	Cleared	\$89.69	62-0000-0000-0000-9126-020-000-000	Cash in Bank Checking	Replacement Check for Excess STRS	<b>\$89.69</b>
40000368	10/6/2022	Shannon Purcell	Cleared	\$39.04	62-0000-0000-0000-9126-020-000-000	Cash in Bank Checking	Replacement Check for Excess STRS	<b>\$39.04</b>
40000365	10/6/2022	Teresa McGinley	Cleared	\$4,080.00	62-9332-1110-1000-5810-020-000-000	Educational Consultants	Teacher Mentoring / Waldorf Braiding and Coaching	<b>\$4,080.00</b>
40000361	10/6/2022	Anaxy Barraza	Outstanding	\$120.00	62-0000-0000-0000-9126-020-000-000	Cash in Bank Checking	To Reissue 02/28/22 Stale CK# 200272	<b>\$120.00</b>
40000358	10/6/2022	T-Mobile	Cleared	\$819.93	62-3213-1110-2700-5900-020-000-000	Communications	Monthly Service - 8/21/22 - 9/20/22	<b>\$819.93</b>
40000354	10/6/2022	Zachary Steele	Cleared	\$79.00	62-0000-0000-7400-5874-020-000-000	Personnel Services	REIMB: Fingerprinting - 9/30/22	<b>\$79.00</b>
40000350	10/6/2022	Greg Holiday	Cleared	\$72.00	62-0000-0000-7400-5874-020-000-000	Personnel Services	REIMB: Fingerprinting - 9/23/22	<b>\$72.00</b>
40000346	10/6/2022	Calculus Roundtable	Cleared	\$800.00	62-0000-1110-1000-4410-020-000-000	Software and Software Licensing	Coaching (Schools)	<b>\$800.00</b>
40000344	10/6/2022	Katherine Au, LMFT	Cleared	\$720.00	62-6500-5760-1190-5810-020-000-000	Educational Consultants	September 2022 Individual Supervision	<b>\$480.00</b>
					62-6500-5760-1190-5810-020-000-000	Educational Consultants	August 2022 Individual Supervision	<b>\$240.00</b>
40000343	10/6/2022	Raul J. Alcantar	Cleared	\$900.00	62-0000-0000-2700-5800-020-000-000	Professional/Consulting Services & Operating Expenditures	Board Secretary Meeting - 9/12/22	<b>\$300.00</b>

## Community School for Creative Education

Check Register 10/1/2022 through 10/30/2022

					62-0000-0000-2700-5800-020-000-000	Professional/Consulting Services & Operating Expenditures	Board Secretary Meeting - 8/1/22	<b>\$300.00</b>
					62-0000-0000-2700-5800-020-000-000	Professional/Consulting Services & Operating Expenditures	Board Secretary Meeting - 10/3/22	<b>\$300.00</b>
40000370	10/11/2022	Susan Myers	Cleared	\$36.60	62-0000-0000-0000-9126-020-000-000	Cash in Bank Checking	Reissue Stale Check	<b>\$36.60</b>
40000369	10/11/2022	Walter Harris Jr.	Cleared	\$39.70	62-0000-0000-8100-4381-020-000-000	Materials For Plant Maintenance	Painting Supplies	<b>\$39.70</b>
40000371	10/11/2022	Dunia Saleh	Cleared	\$550.00	62-0000-0000-0000-9126-020-000-000	Cash in Bank Checking	Reissue Stale Check	<b>\$550.00</b>
40000372	10/11/2022	Alameda County Office of Education	Cleared	\$30,188.41	62-0000-0000-0000-9503-020-000-000	Accrued STRS	September 2022 STRS	<b>\$30,188.41</b>
40000373	10/12/2022	Attitudinal Healing Connection, Inc.	Outstanding	\$72,524.33	62-6010-1110-1000-5810-020-000-000	Educational Consultants	FY 2022-2023 Contracted Services at CSCE	<b>\$14,931.48</b>
					62-6010-1110-1000-5810-020-000-000	Educational Consultants	FY 2022-2023 Contracted Services at CSCE	<b>\$57,592.85</b>
40000374	10/13/2022	Ascend Rehab Services, Inc.	Cleared	\$6,588.00	62-6500-5760-1190-5810-020-000-000	Educational Consultants	SPED Consultant - 9/1/22 - 9/15/22	<b>\$6,588.00</b>
40000385	10/13/2022	Sonitrol	Cleared	\$1,362.69	62-0000-0000-8100-5500-020-000-000	Operation & Housekeeping Services	Intrusion Monitoring 11/1/2022 - 01/31/2023	<b>\$1,362.69</b>
40000382	10/13/2022	Maxim Healthcare Staffing Services, Inc.	Cleared	\$1,519.04	62-6500-5760-1190-5810-020-000-000	Educational Consultants	ES - Behavior Tech - 9/26/22 - 9/30/22	<b>\$1,519.04</b>
40000377	10/13/2022	Blaisdell's Business Products	Cleared	\$770.95	62-0000-0000-2700-4300-020-000-000	Materials & Supplies	Copy Paper	<b>\$770.95</b>
40000378	10/13/2022	Charter Safe	Cleared	\$5,516.00	62-0000-0000-2700-5400-020-000-000	Insurance	November Premium 2022-2023 - Package Premium	<b>\$3,605.00</b>
					62-0000-1110-1000-3601-020-000-000	Worker Compensation Insurance	November Premium 2022-2023 - Workers Compensation	<b>\$1,911.00</b>
40000376	10/13/2022	Alma Partners	Cleared	\$2,500.00	62-0000-1110-1000-5210-020-000-000	Training & Development Expense	DEIJ Consulting - September 2022	<b>\$2,500.00</b>

## Community School for Creative Education

Check Register 10/1/2022 through 10/30/2022

40000375	10/13/2022	Amazon Capital Services	Cleared	\$1,436.85	62-9332-1110-1000-4315-020-000-000	Classroom Materials & Supplies	Small Pocket Binoculars	\$176.32
					62-0000-0000-2700-4400-020-000-000	Noncapitalized Equipment	Laptop Charger, Screen Protector, Surge Protector, Mouse, Ad	\$587.47
					62-6300-1110-1000-4315-020-000-000	Classroom Materials & Supplies	Learning Clock for Kids	\$27.22
					62-3216-1110-1000-4430-020-000-000	Noncapitalized Student Equipment	Earbuds for Classroom Kids	\$165.40
					62-3216-0000-2700-4300-020-000-000	Materials & Supplies	Multipurpose Pine Cleaner	\$64.88
					62-0000-0000-2700-4300-020-000-000	Materials & Supplies	Gel Refrigerant, Bandages, Lamenating Pouches, File Folders	\$260.94
					62-0000-0000-2700-4300-020-000-000	Materials & Supplies	Tote Bags and Reward Stickers	\$47.38
					62-9332-1110-1000-4200-020-000-000	Books & Other Reference Materials	Spanish Materials	\$107.24
40000386	10/13/2022	Law Offices of Young, Minney, & Corr, LLP	Cleared	\$1,466.50	62-0000-0000-7100-5805-020-000-000	Legal Services	Services Through 9/30/22	\$1,466.50
40000383	10/13/2022	PowerSchool Group LLC	Cleared	\$4,005.15	62-0000-0000-2700-4410-020-000-000	Software and Software Licensing	PowerSchool SIS Hosted Subscription-8/30/22 - 8/29/23	\$4,005.15
40000384	10/13/2022	Panorama Education	Cleared	\$4,375.00	62-0000-1110-1000-4410-020-000-000	Software and Software Licensing	Panorama Platform License Fee	\$4,375.00
40000381	10/13/2022	Lionbridge Technologies Inc	Cleared	\$39.12	62-4203-0000-2700-5800-020-000-000	Professional/Consulting Services & Operating Expenditures	Telephonic Charges September 2022	\$39.12
40000380	10/13/2022	Connie Davidson	Cleared	\$2,700.00	62-0000-1110-1000-5810-020-000-000	Educational Consultants	Consulting Services - September 2022	\$2,700.00
40000379	10/13/2022	ChildCare Careers, LLC	Cleared	\$6,336.06	62-0000-1110-1000-5810-020-000-000	Educational Consultants	Substitute Teacher Services - 9/19/22 - 9/23/22	\$3,121.42
					62-0000-1110-1000-5810-020-000-000	Educational Consultants	Substitute Teacher Services - 9/26/22 - 9/30/22	\$3,214.64
40000394	10/20/2022	Walter Harris Jr.	Cleared	\$1,040.00	62-3212-0000-8100-5601-020-000-000	Building Maintenance	Facilities Repairs and Maintenance	\$1,040.00

## Community School for Creative Education

Check Register 10/1/2022 through 10/30/2022

40000395	10/20/2022	Maxim Healthcare Staffing Services, Inc.	Cleared	\$1,534.55	62-6500-5760-1190-5810-020-000-000	Educational Consultants	ES - Behavior Tech - 10/3/22 - 10/7/22	\$1,534.55
40000397	10/20/2022	Rex Key & Security	Cleared	\$143.71	62-0000-0000-8100-4381-020-000-000	Materials For Plant Maintenance	Keys	\$143.71
40000387	10/20/2022	Alameda County Office of Education	Outstanding	\$354.00	62-0000-0000-7300-5803-020-000-000	Banking & Payroll Service Fees	1st Quarter STRS Processing Fee FY22-23	\$354.00
40000396	10/20/2022	Revolution Foods, PBC	Cleared	\$15,900.35	62-5320-1110-3700-4700-020-000-000	Food & Food Supplies	September 2022 Lunch Pogram Services	\$5,027.75
					62-5310-1110-3700-4700-020-000-000	Food & Food Supplies	September 2022 Lunch Pogram Services	\$10,872.60
40000392	10/20/2022	CIT	Cleared	\$1,242.52	62-0000-0000-8700-5605-020-000-000	Equipment Rental/Lease Expense	Konica Copier Lease	\$1,242.52
40000393	10/20/2022	Ed Sped Solutions, Inc.	Cleared	\$15,333.20	62-3213-1110-1000-5810-020-000-000	Educational Consultants	Finders Fee - Z. Steel	\$3,500.00
					62-3213-1110-1000-5810-020-000-000	Educational Consultants	Behavior Services September 16-30, 2022	\$11,833.20
40000388	10/20/2022	Ascend Rehab Services, Inc.	Outstanding	\$5,924.00	62-6500-5760-1190-5810-020-000-000	Educational Consultants	Therapist Services - 9/16/22 - 9/30/22	\$5,924.00
40000390	10/20/2022	Gabriel Ben-Shalom	Outstanding	\$35.79	62-4127-1110-1000-4315-020-000-000	Classroom Materials & Supplies	REIMB: Art Supplies - 10/12/22	\$35.79
40000391	10/20/2022	Charter School Management Corporation	Cleared	\$6,667.00	62-0000-0000-7300-5873-020-000-000	Financial Services	November 2022 - Business Back Office Support	\$2,000.10
					62-0000-1110-2700-5873-020-000-000	Financial Services	November 2022 - Business Back Office Support	\$4,666.90
40000389	10/20/2022	Amazon Capital Services	Cleared	\$1,175.52	62-4203-1110-1000-4315-020-000-000	Classroom Materials & Supplies	Language Trans Earbuds	\$297.64
					62-6300-1110-1000-4315-020-000-000	Classroom Materials & Supplies	Webster's New World Spanish Dictionary	\$22.02
					62-6300-1110-1000-4315-020-000-000	Classroom Materials & Supplies	Sports Ball Assortment	\$71.60

## Community School for Creative Education

Check Register 10/1/2022 through 10/30/2022

					62-3216-1110 -1000-4430- 020-000-000	Noncapitalized Student Equipment	Earbuds for Classroom Kids	<b>\$55.11</b>
					62-3216-0000 -2700-4300- 020-000-000	Materials & Supplies	Lysol Wipes and Toilet Paper Dispensers	<b>\$594.20</b>
					62-0000-0000 -2700-4300- 020-000-000	Materials & Supplies	Electrical Protectors	<b>\$17.62</b>
					62-0000-0000 -2700-4300- 020-000-000	Materials & Supplies	Dry Erase Markers, Sheet Protectors	<b>\$56.18</b>
					62-0000-0000 -2700-4300- 020-000-000	Materials & Supplies	Toner and Door Stop Rubber Tip Replacement	<b>\$61.15</b>
40000398	10/20/2022	Seneca Family of Agencies	Cleared	\$14,583.33	62-5211-1110 -1000-5810- 020-000-000	Educational Consultants	1.0 FTE Unconditional Education Coach	<b>\$14,583.33</b>
40000399	10/25/2022	AT&T	Outstanding	\$88.57	62-0000-1110 -2700-5900- 020-000-000	Communications	Monthly Service - 10/7/22 - 11/6/22	<b>\$88.57</b>
40000403	10/25/2022	Maxim Healthcare Staffing Services, Inc.	Cleared	\$1,167.01	62-3212-1110 -1000-5810- 020-000-000	Educational Consultants	ES- Behavior Tech - 10/11/22 - 10/14/22	<b>\$1,167.01</b>
40000400	10/25/2022	Adriana San Millan School Psychology and Special Ed Svs LLC	Outstanding	\$3,140.00	62-6500-5760 -1190-5810- 020-000-000	Educational Consultants	Academic/Initial Psycho-educational Evaluation - 10/17/22	<b>\$3,140.00</b>
40000402	10/25/2022	ChildCare Careers, LLC	Cleared	\$3,629.09	62-0000-1110 -1000-5810- 020-000-000	Educational Consultants	Substitutue Teacher Services - 10/3/22 - 10/7/22	<b>\$3,629.09</b>
40000401	10/25/2022	Amazon Capital Services	Cleared	\$247.64	62-0000-1110 -2100-4300- 020-000-000	Materials & Supplies	File Folder Tabs	<b>\$8.70</b>
					62-3212-1110 -2100-4300- 020-000-000	Materials & Supplies	Child/Adult Face Masks	<b>\$238.94</b>
<b>Total Check Amount</b>				<b>\$281,017.03</b>	<b>Total GL Amount</b>			<b>\$281,017.03</b>

# Coversheet

## November Check Register

<b>Section:</b>	II. Consent Agenda
<b>Item:</b>	D. November Check Register
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	CSCE Check Register November 2022.pdf

## Community School for Creative Education

Check Register 11/1/2022 through 11/30/2022

Payment Number	Payment Date	Payee Name	Rec Status	Check Amount	Account	Account Description	Transaction Description	Invoiced GL Amount
40000407	11/3/2022	Anaxy Barraza	Cleared	\$204.44	62-0000-0000-2700-4300-020-000-000	Materials & Supplies	REIMB: Target - Harvest Festival Materials - 10/26/22	\$204.44
40000409	11/3/2022	ChildCare Careers, LLC	Cleared	\$2,272.41	62-0000-1110-1000-5810-020-000-000	Educational Consultants	Substitute Teacher Services - 10/11/22 - 10/14/22	\$2,272.41
40000413	11/3/2022	Walter Harris Jr.	Cleared	\$1,917.00	62-3216-1110-1000-5800-020-000-000	Professional/Consulting Services & Operating Expense	Facilities Repair & Maintenance	\$1,917.00
40000416	11/3/2022	Revolution Foods, PBC	Cleared	\$464.80	62-5310-1110-3700-4700-020-000-000	Food & Food Supplies	September 2022 Lunch Program Adjusted Cost	\$88.80
					62-5320-1110-3700-4700-020-000-000	Food & Food Supplies	September 2022 Lunch Program Adjusted Cost	\$376.00
40000414	11/3/2022	Maxim Healthcare Staffing Services, Inc.	Cleared	\$1,449.01	62-6500-5760-1190-5810-020-000-000	Educational Consultants	ES Behavior Tech - 10/17/22 - 10/21/22	\$1,449.01
40000410	11/3/2022	EMS LINQ INC	Cleared	\$212.18	62-5310-1110-3700-4700-020-000-000	Food & Food Supplies	Point of Service	\$212.18
40000404	11/3/2022	Alameda County Office of Education	Cleared	\$3,260.36	62-0000-0000-7300-5875-020-000-000	District Oversight Fees	Cust: 000089 - 1st Qtr Oversight/Monitoring Charges FY 22/23	\$978.11
					62-0000-1110-2700-5875-020-000-000	District Oversight Fees	Cust: 000089 - 1st Qtr Oversight/Monitoring Charges FY 22/23	\$2,282.25
40000412	11/3/2022	Silvia Guzman	Outstanding	\$922.50	62-4203-1110-1000-5800-020-000-000	Professional/Consulting Services & Operating Expenditures	Interpretation Services - 06/08/22 - 10/25/22	\$922.50
40000417	11/3/2022	SchoolMate	Outstanding	\$336.00	62-6300-1110-1000-4315-020-000-000	Classroom Materials & Supplies	Planers & Page Markers	\$336.00
40000415	11/3/2022	Moss Farms	Cleared	\$6,250.00	62-0000-1110-1000-5810-020-000-000	Educational Consultants	Custom Earth Arts Program - Module 2 - 11/07/22 - 11/09/22	\$6,250.00
40000411	11/3/2022	Ed Sped Solutions, Inc.	Cleared	\$8,167.20	62-3213-1110-1000-5810-020-000-000	Educational Consultants	Behavior Services September 1-15, 2022	\$8,167.20
40000406	11/3/2022	Amazon Capital Services	Cleared	\$803.41	62-0000-0000-2700-4300-020-000-000	Materials & Supplies	Tardy Slip Book,Disinfectant,Hand Sanitizer	\$44.10
					62-0000-0000-2700-4300-020-000-000	Materials & Supplies	Tissue Paper	\$13.22



## Community School for Creative Education

Check Register 11/1/2022 through 11/30/2022

					62-3213-0000 -2700-4300- 020-000-000	Materials & Supplies	Tardy Slip Book,Disinfectant,Hand Sanitizer	<b>\$410.63</b>
					62-0000-0000 -2700-4300- 020-000-000	Materials & Supplies	Power Strip	<b>\$140.96</b>
					62-0000-0000 -2700-4300- 020-000-000	Materials & Supplies	Sensory Balls,Filler Paper,Erasers,Plastic Jars	<b>\$194.50</b>
40000408	11/3/2022	CIT	Cleared	\$1,259.49	62-0000-0000 -8700-5605- 020-000-000	Equipment Rental/Lease Expense	Konica Copier Lease	<b>\$1,259.49</b>
40000405	11/3/2022	Ascend Rehab Services, Inc.	Outstanding	\$3,984.00	62-6500-5760 -1190-5810- 020-000-000	Educational Consultants	Therapist Services - 10/01/22 - 10/15/22	<b>\$3,984.00</b>
40000419	11/10/2022	Amazon Capital Services	Cleared	\$80.37	62-3327-5760 -1000-4200- 020-000-000	Books and Other Reference Materials	Mindfulness Workbooks for Kids	<b>\$80.37</b>
40000418	11/10/2022	Adriana San Millan School Psychology and Special Ed Svs LLC	Outstanding	\$4,085.00	62-6500-5760 -1190-5810- 020-000-000	Educational Consultants	Academic Evaluation/Spanish, ERMHS Evaluation	<b>\$4,085.00</b>
40000420	11/10/2022	Alma Partners	Cleared	\$3,875.00	62-0000-1110 -1000-5210- 020-000-000	Training & Development Expense	DEIJ Consulting - October 2022	<b>\$3,875.00</b>
40000433	11/10/2022	T-Mobile	Outstanding	\$933.99	62-3213-1110 -2700-5900- 020-000-000	Communications	Monthly Service - 9/21/22 - 10/20/22	<b>\$933.99</b>
40000434	11/10/2022	Vision Service Plan - (CA)	Cleared	\$193.69	62-0000-1110 -1000-3401- 020-000-000	Health & Welfare Benefits Certificated	November 2022 Premium	<b>\$193.69</b>
40000435	11/10/2022	Xobee Networks Inc	Outstanding	\$108.00	62-0000-1110 -2700-5900- 020-000-000	Communications	Monthly Charges - November 2022	<b>\$108.00</b>
40000432	11/10/2022	Seneca Family of Agencies	Cleared	\$14,583.33	62-5211-1110 -1000-5810- 020-000-000	Educational Consultants	FTE Unconditional Education Coach - July 2022	<b>\$14,583.33</b>
40000422	11/10/2022	Adrienne Barnes	Outstanding	\$396.00	62-0000-1110 -1000-4410- 020-000-000	Software and Software Licensing	REIMB: Microsoft 365 - 9/29/22	<b>\$396.00</b>
40000423	11/10/2022	Blaisdell's Business Products	Cleared	\$624.76	62-0000-0000 -8100-4381- 020-000-000	Materials For Plant Maintenance	Bathroom Tissue Rolls	<b>\$624.76</b>
40000421	11/10/2022	Anayaxy Barraza	Outstanding	\$161.00	62-0000-1110 -1000-5830- 020-104-000	Field Trip Expenses	REIMB: Ferry for 2nd & 3rd Field Trip - 11/7/22	<b>\$161.00</b>

## Community School for Creative Education

Check Register 11/1/2022 through 11/30/2022

40000424	11/10/2022	Charter Safe	Cleared	\$5,516.00	62-0000-0000-2700-5400-020-000-000	Insurance	December Premium 2022-2023 - Package Premium	<b>\$3,605.00</b>
					62-0000-1110-1000-3601-020-000-000	Worker Compensation Insurance	December Premium 2022-2023 - Workers Compensation	<b>\$1,911.00</b>
40000436	11/10/2022	Law Offices of Young, Minney, & Corr, LLP	Cleared	\$232.00	62-0000-0000-7100-5805-020-000-000	Legal Services	Services Through 10/31/22	<b>\$232.00</b>
40000428	11/10/2022	Maxim Healthcare Staffing Services, Inc.	Cleared	\$1,182.52	62-3213-1110-1000-5810-020-000-000	Educational Consultants	ES Behavior Tech Svcs 10/24 - 10/27/22	<b>\$1,182.52</b>
40000430	11/10/2022	Reach University	Outstanding	\$4,125.00	62-4035-1110-1000-5210-020-000-000	Training & Development Expense	Intern-General Education - Roa, Molly (RO3165533)	<b>\$4,125.00</b>
40000431	11/10/2022	Alison Rose	Cleared	\$500.00	62-6500-5760-7410-5210-020-000-000	Training and Development Expense	Meeting with SPED Program Manager - 10/4/22 - 10/26/22	<b>\$400.00</b>
					62-6500-5760-7410-5210-020-000-000	Training and Development Expense	Meeting with SPED Program Manager - 9/14/22	<b>\$100.00</b>
40000427	11/10/2022	Lionbridge Technologies Inc	Outstanding	\$29.28	62-4203-1110-1000-5800-020-000-000	Professional/Consulting Services & Operating Expenditures	Telephonic Charges October 22	<b>\$29.28</b>
40000426	11/10/2022	Imagine Learning LLC	Outstanding	\$7,767.00	62-0000-1110-1000-4100-020-000-000	Approved Textbooks & Core Curricula Materials	EL Module Lessons / LearnZillion EL Language Arts	<b>\$7,767.00</b>
40000425	11/10/2022	ChildCare Careers, LLC	Outstanding	\$3,482.61	62-0000-1110-1000-5810-020-000-000	Educational Consultants	Substitute Teacher Services - 10/17/22 - 10/21/22	<b>\$3,482.61</b>
40000437	11/15/2022	Alameda County Office of Education	Outstanding	\$33,142.26	62-0000-0000-0000-9503-020-000-000	Accrued STRS	October 2022 STRS	<b>\$33,142.26</b>
40000438	11/18/2022	AT&T	Outstanding	\$88.57	62-0000-1110-2700-5900-020-000-000	Communications	Monthly Service - 11/7/22 - 12/6/22	<b>\$88.57</b>
40000448	11/18/2022	Molly Roa	Outstanding	\$41.72	62-0000-0000-2700-4300-020-000-000	Materials & Supplies	REIMB: Harvest Festival Supplies - 10/1/22	<b>\$41.72</b>
40000449	11/18/2022	R & S Overhead Garage Door, Inc	Outstanding	\$1,078.00	62-0000-0000-8700-5601-020-000-000	Building Maintenance	Repair Work - Photo Eye	<b>\$1,078.00</b>
40000440	11/18/2022	Amazon Capital Services	Outstanding	\$1,660.81	62-0000-0000-2700-4300-020-000-000	Materials & Supplies	Garden Hoses	<b>\$145.50</b>

## Community School for Creative Education

Check Register 11/1/2022 through 11/30/2022

					62-0000-0000-2700-4300-020-000-000	Materials & Supplies	Outlet Covers, Retractable Badge Holders and Backpacks	<b>\$98.02</b>
					62-0000-0000-8100-4381-020-000-000	Materials For Plant Maintenance	Toilet Seat Covers and Urinal Screen	<b>\$116.49</b>
					62-3213-0000-2700-4300-020-000-000	Materials & Supplies	Adult/Children Face Masks Lysol Wipes	<b>\$674.59</b>
					62-0000-0000-2700-4300-020-000-000	Materials & Supplies	Office Supplies	<b>\$261.26</b>
					62-6500-5760-1190-4300-020-000-000	Materials & Supplies	Headphone Jack Adapter	<b>\$87.22</b>
					62-0000-0000-2700-4300-020-000-000	Materials & Supplies	Quakehold! Furniture Cable	<b>\$29.56</b>
					62-0000-0000-8100-4381-020-000-000	Materials For Plant Maintenance	Zep Floor Cleaner	<b>\$94.80</b>
					62-0000-0000-2700-4300-020-000-000	Materials & Supplies	Monitor Adapter, USB Cable, USB/Adapter, HDMI Adapter	<b>\$56.37</b>
					62-0000-0000-2700-4300-020-000-000	Materials & Supplies	Children's Mask and Viscous Gel Refrigerant	<b>\$97.00</b>
40000441	11/18/2022	Anaxy Barraza	Outstanding	\$135.00	62-0000-0000-2700-5820-020-000-000	Fundraising Expense	REIMB: Field Trip Aquarium of the Bay Tickets - 11/10/22	<b>\$135.00</b>
40000442	11/18/2022	Charter School Management Corporation	Outstanding	\$6,667.00	62-0000-1110-2700-5873-020-000-000	Financial Services	December 2022 - Business Back Office Monthly Support	<b>\$4,666.90</b>
					62-0000-0000-7300-5873-020-000-000	Financial Services	December 2022 - Business Back Office Monthly Support	<b>\$2,000.10</b>
40000439	11/18/2022	Adriana San Millan School Psychology and Special Ed Svs LLC	Outstanding	\$3,140.00	62-6500-5760-1190-5810-020-000-000	Educational Consultants	Initial Psycho-educational and Academic Evaluation	<b>\$3,140.00</b>
40000450	11/18/2022	Scholastic Book Fairs - 10	Outstanding	\$2,404.63	62-0000-0000-2700-5820-020-000-000	Fundraising Expense	Book Fair Sales	<b>\$2,404.63</b>
40000447	11/18/2022	Revolution Foods, PBC	Outstanding	\$16,337.49	62-5310-1110-3700-4700-020-000-000	Food & Food Supplies	October 2022 Lunch Program Services	<b>\$11,042.54</b>

## Community School for Creative Education

Check Register 11/1/2022 through 11/30/2022

					62-5320-1110-3700-4700-020-000-000	Food & Food Supplies	October 2022 Lunch Program Services	<b>\$5,294.95</b>
40000446	11/18/2022	Kimberly Palmore	Outstanding	\$240.97	62-0000-0000-7410-5200-020-000-000	Travel & Conferences	REIMB: CSDC Conference Expenses - 11/14/22	<b>\$240.97</b>
40000445	11/18/2022	Pacific Office Automation	Outstanding	\$156.25	62-0000-0000-8100-5610-020-000-000	Equipment Repair	Removed Paper Jam and Cleaned Machine	<b>\$156.25</b>
40000444	11/18/2022	Phillip Gedeon	Outstanding	\$88.79	62-0000-0000-7410-5200-020-000-000	Travel & Conferences	REIMB: Conference Expenses - 11/15/22	<b>\$88.79</b>
40000443	11/18/2022	ChildCare Careers, LLC	Outstanding	\$2,597.04	62-0000-1110-1000-5810-020-000-000	Educational Consultants	Substitute Teacher Services - 10/24/22 - 10/28/22	<b>\$2,597.04</b>
40000456	11/23/2022	Connie Davidson	Outstanding	\$900.00	62-0000-1110-1000-5210-020-000-000	Training & Development Expense	Consulting Services - November 2022	\$900.00
40000457	11/23/2022	Sonya Mehta	Outstanding	\$3,400.00	62-0000-0000-2700-5800-020-000-000	Professional/Consulting Services & Operating Expenditures	Contract#1 Balance and Trailer contract #2	\$3,400.00
40000451	11/23/2022	Ascend Rehab Services, Inc.	Outstanding	\$5,232.00	62-6500-5760-1190-5810-020-000-000	Educational Consultants	Therapist Services - 10/16/22 - 10/31/22	\$5,232.00
40000452	11/23/2022	Adriana San Millan School Psychology and Special Ed Svs LLC	Outstanding	\$3,140.00	62-6500-5760-1190-5810-020-000-000	Educational Consultants	Academic Evaluation and Triennial Psycho-educational Eval.	\$3,140.00
40000461	11/23/2022	Cheryl Serame-Turk	Outstanding	\$1,050.00	62-0000-0000-2700-5820-020-101-000	Fundraising Expense	Entertainment for CSCE Gala - 12/2/22	<b>\$1,050.00</b>
40000455	11/23/2022	ChildCare Careers, LLC	Outstanding	\$5,575.06	62-0000-1110-1000-5810-020-000-000	Educational Consultants	Substitute Teacher Services - 8/29/22 - 9/2/22	\$2,881.72
					62-0000-1110-1000-5810-020-000-000	Educational Consultants	Substitute Teacher Services - 10/31/22 - 11/4/22	\$2,693.34
40000453	11/23/2022	Amazon Capital Services	Outstanding	\$747.25	62-0000-1110-1000-4315-020-000-000	Classroom Materials & Supplies	Sports Equipment	\$559.07
					62-3213-0000-2700-4300-020-000-000	Materials & Supplies	Children's Face Masks	\$130.96
					62-0000-0000-2700-4300-020-000-000	Materials & Supplies	Tardy Slip Book	\$57.22

## Community School for Creative Education

Check Register 11/1/2022 through 11/30/2022

40000460	11/23/2022	Seneca Family of Agencies	Outstanding	\$9,700.00	62-6500-5760-1190-5810-020-000-000	Educational Consultants	Catalyst District MH-CM - Oct 2022 - INV # 7010219-IN	\$5,700.00
					62-6500-5760-1190-5810-020-000-000	Educational Consultants	Tuition-Catalyst - October 2022 - INV # 7010001-IN	\$4,000.00
40000454	11/23/2022	CIT	Outstanding	\$1,176.27	62-0000-0000-8700-5605-020-000-000	Equipment Rental/Lease Expense	Canon Copier Lease	\$1,176.27
40000459	11/23/2022	Oakland Unified School District	Outstanding	\$31,288.25	62-6500-5760-1190-5810-020-000-000	Educational Consultants	2022-2023 Facility Fee Billing #2 of 4	\$31,288.25
40000458	11/23/2022	Troy Neal	Outstanding	\$138.00	62-0000-0000-7400-5874-020-000-000	Personnel Services	REIMB: LiveScan Fingerprinting & TB Test - 8/18/22 & 9/7/22	\$138.00
<b>Total Check Amount</b>				<b>\$209,503.71</b>	<b>Total GL Amount</b>			<b>\$209,503.71</b>

# Coversheet

## Development Committee

<b>Section:</b>	III. Committee Updates
<b>Item:</b>	B. Development Committee
<b>Purpose:</b>	Discuss
<b>Submitted by:</b>	
<b>Related Material:</b>	[Final December 2022] CSCE Annual Report 2022.pdf





# Community School for Creative Education

The Country's *first* Intercultural Urban Public Waldorf School



## Annual Report

# | 2022



# 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.

## Motto

*Receive the children in  
reverence, educate them in love,  
let them go forth in freedom.*

Đón Nhận Đứa Trẻ Với Sự Trân Quý, Giáo  
Dục Đứa Trẻ Trong Tình Yêu Thương,  
Để Đứa Trẻ Bước Đi Trong Tự Do

以尊敬的心接納孩子  
以愛心教育孩子  
以自由自在的態度讓他們翱翔

# 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.





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<ul style="list-style-type: none"> <li>Alumni in High School: Andre Torres</li> <li>Alumni in College: Gregory Pang</li> <li>Founding Parent: Cheryl Turk</li> <li>Community Leaders: Nick Driver, Emma Paulino, &amp; Christof Wiechert</li> </ul>		Letter from Mr. Philip Gedeon, Head of School . . . . .	<b>24</b>





# Dr. Ida Oberman | Executive Director & Founder



**Receive the Child in  
Reverence.**

**Educate the Child in Love.**

**Let the child go forth in  
freedom.**

**- Rudolf Steiner**

Dear Friends of Community School for Creative Education,

It is with great joy that we bring to you this, our 2022 Annual Report! We give this offering in recognition of the many heads, hearts, and hands that have gone into visioning, building and guiding our school. We celebrate the many languages, cultures, and generations on whose shoulders we stand. We lift up all who have gathered around this shared goal of an intercultural public Waldorf school, where we return to our founder's original intent. In 1919, in the southern German town of Stuttgart, the first Waldorf school was created to serve the children of factory workers at the Waldorf-Astoria Cigarette Factory. We return to these roots to harness Waldorf education today to continue to serve those who are marginalized; and to advance justice for all.

We dedicate this publication to our amazing teachers, staff, board, and all who have served our children over the first 15 years of our school's history. We thank Alameda County Board of Education for trusting us to give us approval and then stewarding us these long years. We acknowledge our community partners, our funders, our families, and at the center, our children; those who have been with us, those who are with us now, and those who will be with us in years to come. We are grateful for so many who have sown seeds into our fertile soil; locally, regionally, nationally and globally. We offer a special candle lit for those who have passed on since we began this work.

Few are better equipped than my successor, Mr. Phillip Gedeon, to lead this ship into to its next port of living waters. I am personally and deeply thankful that turns of life brought Mr. Gedeon to our doors when we so needed the expertise of head, heart, and hand that Mr. Gedeon brings with abundance, passion, and unflinching dedication to our children and to the San Antonio community.

We know our story has just begun. Thank you for being an important part of our community. Mr. Gedeon is waiting with open arms for your support, and he invites you to continue to partner with us as we navigate the next 15 years in the life of Community School for Creative Education.

Dr. Ida Oberman



# Dr. Oberman | The Head, Heart & Hand of CSCE



Dutch-born, Dr. Oberman moved to Germany when she was 9 years old. As she spoke only Dutch, her parents enrolled her in a Waldorf school, which was more tolerant of non-native German speakers. She thanks the Waldorf school, her class teacher, and the Waldorf community for a safe, creative space (part Jewish, she'd grown up with fear of Germans as "Nazis") to complete school with strong arts, academics, and powerful relationships.

At 27, she attended the Stuttgart Waldorf Teacher Training, and then moved to New York City to work with others building intercultural Waldorf schools. After 10 years teaching, she completed her PhD at Stanford University and began the work to create a school. That school became the Community School for Creative Education in Oakland, with guidance from Faith in Action East Bay's organizer, Ms. Emma Paulino. Together with families, community leaders and educators, we grew.

Community School now proudly situated on International Boulevard in the heart of Oakland's San Antonio was founded by and with families and is the country's first urban intercultural Waldorf school.



Dr. Oberman & Ms. Hanna Lindenbergh, her class teacher from 3rd - 8th grade (1916-2005)



Dr. Oberman in her home town of Tübingen. Just out of Stuttgart Waldorf teacher training and off to New York, USA, to teach.



First Graders with Dr. Oberman in the first year of CSCE's launch



When I met Dr. Oberman and her team, which included many in the Oakland community who were looking for a better school for their kids, I was truly captivated by her mission and vision to have the first Waldorf school in Oakland. **Dr. Oberman is a visionary leader.** Nick Driver



Thanks for making a hard dream a reality!  
Emma Paulino



I have always been very impressed at Dr. Oberman's dedication and leadership. The grassroots energy of the institution makes you want to do as much as you can.  
Cheryl Turk



Thank you for staying with this dream to **make it happen.**  
Dolores Nice-Siegenthaler







## Deep Ties to the Local Community

Neighborhood business owners send us their children. Partnerships with community organizations have brought art installations to our walls and trees to our sidewalks. To meet the diverse needs of our parents, we hold community meetings in English, Spanish, Cantonese, and Vietnamese. The school also hosts a monthly mobile food pantry, staffed by middle school volunteers.

## A Commitment to Diversity

We choose to locate in Oakland, CA, one of the most diverse cities in the nation. We strongly advocated for our school location, in the heart of the diverse San Antonio district. In an era when public education is becoming increasingly segregated, CSCE is proud to be *one of the most diverse schools in the state.*

## Education for the Hands, Head, and Heart

Artistic expression and movement is a part of every classroom, every day. Mindfulness classes and on-site therapeutic services support intrapersonal development.

# What makes our School Unique





# What makes our School Unique



## A Cutting-Edge Approach to Waldorf Education

As the country's first Urban Public Waldorf school, we are bringing Waldorf education back to its social justice roots; mirroring its early history of serving the children of inner-city Stuttgart, Germany with the highest quality education possible. We are continually evolving a rigorous curriculum which unifies Waldorf principles with the common core.

## High Standards

We work to build intellectually engaged global citizens and see academic achievement as the product of children meeting their full potential. We set high standards for academic achievement and regularly measure our performance against other district schools. We prepare and support students to advance to academically competitive high schools and colleges.





# We Are Open to All Students!

## CSCE Stands United Against Racism

CSCE is a Sanctuary School and prides itself on creating a safe environment for our community. We will continue to offer support and guidance for the challenges students face so they can be prepared to contribute to a successful future for all.

Community School for Creative Education is a free public school that welcomes all students in Oakland and its surrounding communities regardless of race or ethnicity, color, ancestry, nationality, national origin, ethnic group identification, religion, physical or mental disability, sex, sexual orientation, gender, and gender identity or expression, or achievement level in administration of its admissions policies or education programs.

- No cost/tuition
- No admission requirements
- We offer Transitional Kindergarten to children who turn 5 between September 2, 2022 and February 2, 2023
- We have virtual school classroom tours every Tuesday from 9am to 9:30am and by appointment  
In person tours by appointment.
- For more information on CSCE please contact: Gedeon Phillip, Head of School: **510-994-6309**

[headofschool@communityschoolforcreativeeducation.org](mailto:headofschool@communityschoolforcreativeeducation.org)



# CSCE Origin Story



**March 2008**  
We went to every market and every community celebration to meet, hear people's dreams for their children and share of learning with head, heart, and hand.

**Jan 2008**  
Our community collaboratively designed our Oakland Intercultural Public Waldorf School - a point of major pride for us!



**May 2008**  
Waldorf educator Thanh Cherry came from Vietnam to help build powerful community relationships with Vietnamese & Cantonese speaking families in our San Antonio community.

**Sept 2008**  
CSCE's Founding Board: Waldorf educators, urban leaders, parents, and community leaders.



**Sept 2009**  
Community School for Creative Education's OUSD charter petition was submitted for a second time!



**Dec 2009**  
CSCE team right after we were declined by OUSD. We didn't let it break our spirits. We kept strengthening our charter and organizing!





# Milestones |

To learn more, please visit: [www.communityschoolforcreativeeducation.org](http://www.communityschoolforcreativeeducation.org)

**2025** | Charter **renewal and creation of hub for educator development and support**. Build a strong, CTC approved, equity-focused intercultural public Waldorf teacher training and research program.

**2024** | Lease renewal to **strengthen and deepen** work in neighborhood community.

**2016** | Launch of **CSCE Mills Waldorf Professional Development Certificate Program** in global partnership with Alanus University Germany, & Friends of Waldorf Education Germany/Brazil.

**2009** | San Antonio community of families, with Waldorf & urban educators, bring forward **first ever charter petition for intercultural public Waldorf community school in Oakland** and is **denied** by OUSD.

**2008** | Emma Paulino, Velia Navarro, & Dr. Ida Oberman do one-on-ones with families to **gain insight for community interest** in building an Oakland intercultural public community Waldorf school. Zaretta Hammond & Dr. Oberman meet to do 'Think Tanks' on how to **advance equity for the San Antonio community**.

## Looking Ahead |

**Strengthen braid of Waldorf and EL Education and extend statewide national and global presence** as model site for OUSD and other partners.

**2020** | CSCE wins **2nd unanimous renewal approval** in light of CSCE outperforming surrounding schools and districts by having highest test scores for African American students.

**2018** | CSCE Dragon Gala is **honored** by keynote speaker and Oakland Mayor Libby Schaaf with Assistant Chief of Police Paul Figueroa.

**2012** | CSCE community of families **win facility in heart of San Antonio** allowing the school to move to its community of mission and origin.

**2010** | Over 130 multilingual and multicultural families seek approval for CSCE and **win unanimous approval from Alameda County Board of Education**.



# Community School for Creative Education

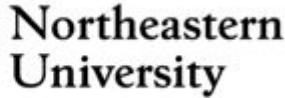




# Strategic Partnerships & Initiatives



**Faith in Action East Bay** | Formerly OCO, a 50-year old federation of multi-cultural constituencies serving the SF Bay Area.



**Mills College** Mills has partnered with CSCE since 2015 to offer Mills Waldorf Professional Development Certificate Program.



**Families in Action for Quality Education (FIA)**  
FIA works to organize and channel the power of students and families in Oakland to fight for access to quality schools.



**Attitudinal Healing Connection, Inc.** | AHC  
Oakland empowers individuals to be self-aware and inspired through art, creativity, and education.



**Alliance for Public Waldorf Education** | CSCE is founding member of Alliance which represents nearly 60 member schools in over 14 states.

**Friends of Waldorf Education / Emergency Waldorf Pedagogy**  
Organized first US crisis intervention at Campfire Chico in 2018 under guidance of Karlsruhe Germany Headquarters with local/international team.



## Local to Global Powerful Waldorf Communities

The Alliance for Public Waldorf Education | Zenzeleni Centre for Creative Education (South Africa) | Pedagogical Section of the Goetheanum (Dornach) International Network for Academic Steiner Teacher Education | Emergency Pedagogy Without Border (Brazil) | Association of Waldorf Schools of North America | Waldorf Early Childhood Association of North America | International Network for Academic Steiner Teacher Education

## Other Key Partners

Alameda County Food Bank | Alanus University (Germany) | Alder Graduate School of Education | ALMA Partners | ARISE Charter High School | Calculus Roundtable | City of Oakland Head Start | Instruction Partners | Israelite Missionary Baptist Church | Lao Family Community Development Center | Lighthouse Charter School | Moss Farm | Oakland Burmese Baptist Church | Saint Anthony's Church | San Antonio Neighborhood Coalition | Seneca Family of Agencies | Vietnamese American Community Center



## Emma Paulino

*Director of Organizing & Leadership Formation  
Faith in Action East Bay  
Oakland, CA*



Emma has led the launch and development of the CSCE Local Organizing Committee only to advance the work of the school initiative through leadership development of its community members. Emma Paulino has been a full-time organizer with FIAEB for over 25 years. "This is a community school, not a closed door school; our families can bring what happens at home to school. All these things affect the child and you need to see the whole child," Emma reflected. "I am really proud of this school... It was the power of the community that has built this school."

## Nick Driver

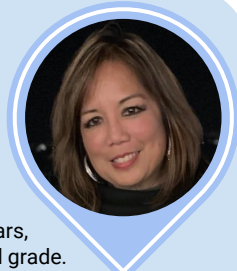
*CSCE Advisory Board  
Oakland, CA*



Nick has a local, county, and state presence that proved instrumental to our efforts in launching CSCE. He served as the Vice President of the California Charter Schools Association (CCSA). "I have been involved with CSCE since the first day that I met Dr. Oberman and she was looking for help from CCSA. I'm proud to have played a role in the founding of CSCE. I clearly remember the moment [the school] got approved, and still look back on that moment as one of the highlights of my time as the VP of the CCSA. It has now been 15 years, and the school is still going strong!"

## Cheryl Turk

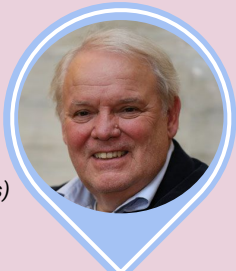
*Founding Parent  
Oakland, CA*



Cheryl has been involved With CSCE over the past 12 years, since her son, Miles, was in 2nd grade. "Miles attended a different school during Kindergarten, but we had heard that there was a great school that focused on the arts, language, and helped create a well rounded student. We went to visit CSCE and immediately fell in love. My husband and I went and met with Dr. Oberman right away, looked at each other, and said, "I think we found the right home for our son. What excited us the most about CSCE was the idea that our child would be learning from a world perspective. The school really opens the doors to teach our kids about all cultures."

## Christof Wiechert

*Head of Pedagogical Section  
of the Goetheanum (emeritus)  
Dornach, Switzerland*



"We have to renew and widen the capacity of Waldorf education - I call it 'new' education - you call it 'creative' education, which I find wonderful. What I saw at CSCE was students whose faces sparked with hope and light and joy, teachers on a journey of learning together that made a deep impression on me, and I saw this is really a community endeavor, engaging the whole community. This is the way we should work."

# Spotlights | Alumni

## Andrea Torres

*Alumni High School*



Andrea Torres is a proud alum of CSCE. She attended from first grade to 8th grade. Her favorite parts of being a student at CSCE include the diversity of the school, the memorable field trips, and the creativity that inspired students to learn and create something new each day. "It wasn't until I left CSCE that I realized that not everyone grows up learning about things like Hanukkah, Kwanzaa, or winter spirals, or Mandarin. For example, my 8th grade math teacher spoke English, Spanish, and Japanese! Looking back, I didn't really understand at the time how lucky I was to have been raised in such a cultured and diverse environment."

## Gregory Pang

*Alumni College*



Gregory Pang graduated from CSCE in 5th grade and is now a freshman at St. Olaf College in Northfield, Minnesota. Gregory shared that the most memorable parts of being a student at CSCE included his participation in the first school basketball team, building lasting friendships, and feeling part of a true community. "The first memory I can think of is back in 5th grade. I was a part of the first basketball team ever. Although we didn't win as many games as we'd have liked, we enjoyed it. We had so much comradery. To me, my favorite thing about being a student at CSCE was the fun I had. It was the little things for me, but mostly the good people there."





# Community Stories

CSCE fosters a lot of healthy communications, mentors, and friendships. **If you're looking for a tight-knit community of students and faculty who want to provide the best for you, CSCE is the perfect place.**

**Gregory Pang**

When investigating the pedagogical strategies used in Waldorf education, **I concluded that they can be used to address the educational deficits that many African Americans face.**

**Dr. Clif Thompson**

Another highlight was also getting **DENIED**. **The tenacity and resilience I saw to go back to the drawing board and try again was inspiring!**

**Nick Driver**

**My favorite things** about being a student at CSCE were constantly being in a **diverse environment**, learning about different cultures, and **all the friendships** I have made!

**Andrea Torres**

Whether it's learning Mandarin or Spanish, there is an emphasis on learning about other cultures. **CSCE has consistently provided a type of "global flower" in which students can understand the world one petal at a time - and that flower blooms!**

**Cheryl Turk**





# Awards & Recognitions



**2019**  
CSCE wins  
High Growth  
Award from  
California  
Core District



**2021**  
CSCE 6th  
grader wins  
International  
Black Youth  
Tech-a-thon  
Expedition  
Series



**2021**  
CSCE ED  
Global  
Speaker  
Series,  
International  
Waldorf  
Campus



**2019**  
CSCE parent  
wins  
State-Wide  
Hart Vision  
Volunteer of  
the Year  
Award



**2020**  
CSCE in  
Global News  
as the Center  
of Global  
Emergency  
Pedagogy



**2021**  
Globally Mills  
Dr. Ida  
Oberman  
makes **top**  
**billing as 2nd**  
**speaker in**  
**the global**  
**series.**  
Drawing from  
her important  
work Oakland



**2022**  
CSCE Awarded  
by California  
Department of  
Education  
\$1,187,500 Over  
Five Years



# Our Impact | Why Here, Why Now, Why Us?



## Community School for Creative Education

offers an arts-infused internationally recognized education of the whole child in a high poverty community where families would not otherwise have access to this form of education. CSCE serves families in a "ground zero" neighborhood for rapidly changing demographics. Some of these include communities of refugees from southeast Asia who have suffered trauma and African American families who do not have the resources to move away from "Prostitute Boulevard" (International Boulevard), the school's location, as it is known, and so exposed to toxic stress. CSCE offers proof, point and model that education of the whole child can be adopted to a high poverty setting such as this and give children access to an education that is currently only offered in higher-wealth communities.

### What is a Waldorf Education?

Waldorf education is a worldwide school movement developed in Europe nearly 100 years ago by Austrian philosopher, social reformer, and visionary, Rudolf Steiner. Today, Waldorf education is represented across the globe across ethnicity and class with over 1200 schools and nearly 2000 early childhood programs in over 60 countries. In Waldorf education, the learning process is seen as threefold, engaging head, heart and hand—or thinking, feeling, and doing. This is the basis out of which Waldorf educators work engage each child through a curriculum and methodology that integrates academics, arts, and practical skills to strengthen confidence, care, creativity and sense of purpose. Originally for the children of the workers of the Waldorf Astoria Cigarette Factory, Waldorf joins powerful commitment to inner growth to deep commitment to social justice in the world without.

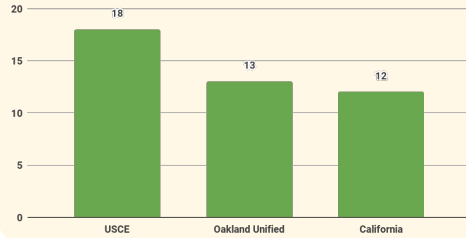
*"The need for imagination, a sense of truth and a feeling of responsibility – these are the very nerve of education" - Rudolf Steiner*

Powered by BoardOnTrack



# Our Impact | Why Here, Why Now, Why Us?

Percent Students Who Received Special Education Services 2021-22

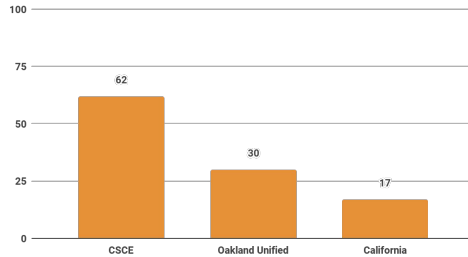


**Who are we?**  
Serving among the highest % children who receive Special Education Services in the state.

CSCE students with special needs showed double the gains of their District peers for 6th year in a row!

*Though CSCE serves more English Learners and students with Special Needs than OUSD and surrounding schools, our students outperformed others on the 2019 ELA State Tests!*

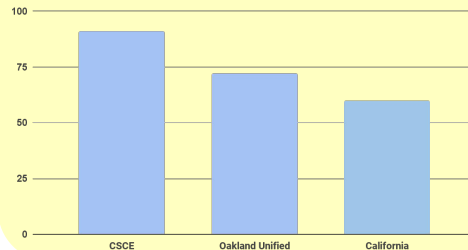
Percentage of English Learners 2021-22



**Who are we?**  
Serving Among the Highest % English Learners In the State

In 2021-22, Non-English speaking newcomers to CSCE grew an average of 300 points in their mastery of English. CSCE English Language Learners showed double the gains of their District peers for 6th year in a row!

Percent Students in Poverty 2021-22



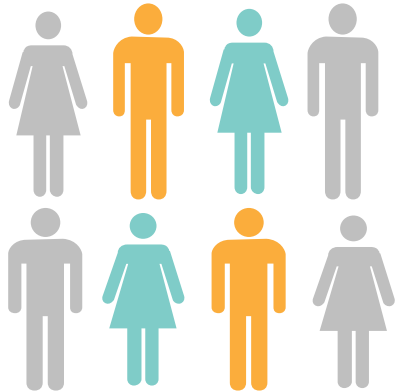
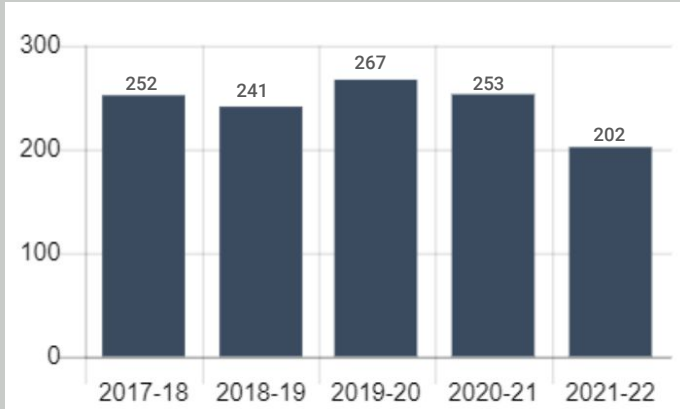
**Who are we?**  
Serving among the highest % children in poverty in the state.

CSCE students are outperforming their peers in Math NWEA MAP Score with an average growth of 4%. CSCE students grades 3-8 are showing increased test scores in Reading. The lowest performing students are accelerating in their Reading as shown through Fountas & Pinnell testing. In addition, our CSCE 4th graders who started 88% below grade level in reading in fall reduced to 28% below grade level in winter!

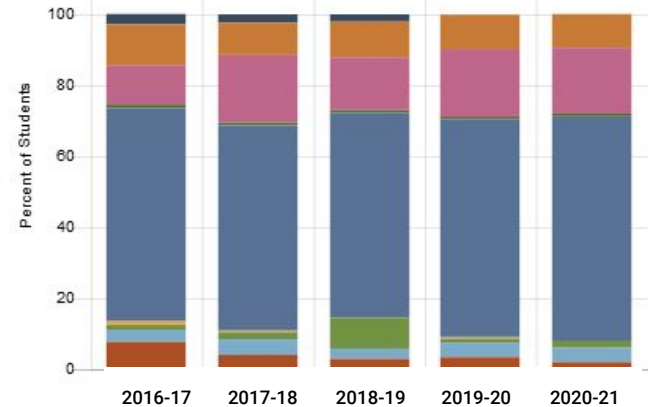
# Who We Are | Sustained Growth & Diversity Over Time



**Number of Students Enrolled**



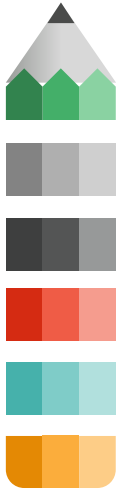
- Asian
- Black or African American
- Hispanic or Latino
- None Reported
- Two or More Races
- American Indian or Alaska Native
- Filipino
- Native Hawaiian or Pacific Islander
- White



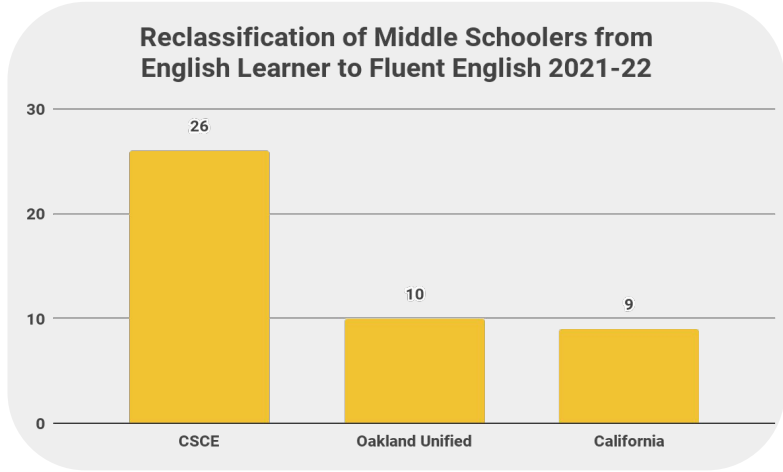




# Our Results | Student Outcome Data Wins



Though CSCE over past 10 years has served a higher percentage of “unduplicated” – i.e. most vulnerable – students than the State, District, and most surrounding schools, we are celebrating student outcome data wins that demonstrate our excellence!



## On the 2022 ELA State Tests...

- CSCE Economically Disadvantaged African American and Hispanic students and students with IEPs outperform neighbor schools.
- In 2021-2022, CSCE English Learners outperformed the State and District by almost three times in the percent who redesignated from English Learner to English Fluent.



## On 2019 ELA State Tests...

- CSCE African American Students showed highest test results across all of Oakland in ELA and Math;
- CSCE Latino Middle Schoolers were in the top third across all of Oakland in ELA and Math growth, winning the ‘high growth’ award;
- CSCE English Language Learners showed double the gains of their District peers for 6th year in a row;
- CSCE Students Identified Special Needs showed double the gains of the District for 6th year in a row.

# Thank you to Our Donors

Although the Community School receives 83% of its funding from public sources, it relies on the generosity of donors like you to make up the other 17% required to deliver a culturally-rich, arts-infused, Waldorf-inspired, highly personalized curriculum to the children and families of Oakland. A special thank you goes out to:

- Donner Foundation
- Elina Tsao in honor of Anthony Costa & Shanya Tsao, Dudnick Detwiler Rivin & Stikker LLP
- Ford Foundation
- Irene S. Scully Family Foundation
- Kenneth Rainin Foundation
- NUMI Foundation
- Philanthropic Ventures Foundation
- Quest Foundation
- Rogers Family Foundation
- S. H. Cowell Foundation
- Sarah Alfadi, Esq., Chair & Founder KARAMAH, Muslim Women Lawyers for Human Rights
- Stuart Foundation
- The San Francisco Foundation
- The Wallace Foundation
- Walton Family Foundation

Thank you of all of our philanthropists, big and small!! Your generous kindness truly helps transform the lives of Oakland students and their families.

For more information on ways to give, please contact Dr. Ida Oberman or visit our website: [communityschoolforcreativeeducation.org](https://communityschoolforcreativeeducation.org).

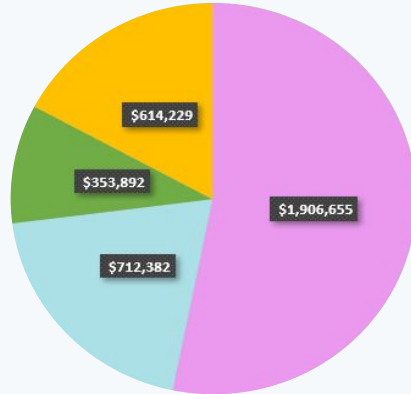


# 2021 - 2022 Financial Report



## Revenues

- LCFF - \$1,906,655
- Federal Revenue - \$712,382
- Donated Revenue - \$614,229
- Other State Revenue - \$353,892

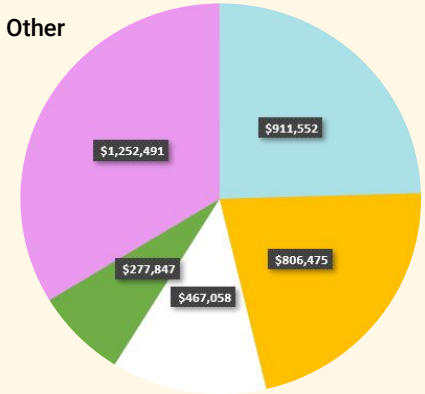


**Total Revenue\***  
**\$3,587,158**



## Expenses

- Services & Other Operating Expenses - \$1,252,491
- Certificated Salaries - \$911,552
- Classified Salaries - \$806,475
- Employee Benefits - \$467,058
- Books and Supplies - \$277,847



**Total Expenses**  
**\$3,715,433**

\*CSCE also received \$231,141 in one-time federal revenue that was not spent in FY21-22 and was therefore deferred to be recognized as revenue in FY22-23.

# A Heartfelt Thank You



## Board of Directors

Dr. Anastasia Prentiss, Chair | Adrienne Barnes, Vice Chair  
Allegra Alessandri Pfeifer | Grace Pang | Lesbhia Morones  
Rev. Dr. Kevin Ary | Sarah Tiffany Richardson-Baker  
| Martha Candido

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**Ahmed Rahim Numi** *Organic Tea* | **Bernd Ruf** *Friends of Waldorf Education* | **Betty Ly** | **Chip Romer** *Woodland Star Charter School* |  
**Christof Wiechert** *School of Spiritual Science, Goetheanum, Dornach, Switzerland* | **Dana Wellhausen** *Rogers Family Foundation* |  
**Jorge Ruiz de Velasco** *Stanford Gardner Center* | **Jost Schieren,** *Alanus University* |  
**Kent McGuire** *Hewlett Foundation* |  
**Kokomon Clotney** *Attitudinal Healing Connection of Oakland* | **Linda Darling Hammond** *Stanford Center for Opportunity Policy in Education* | **Milbrey McLaughlin** *Stanford Graduate School of Education* | **Nick Driver** *Griffin Technology Academies* |  
**Peter Hanley** *Bay Area Charter School Athletic Conference* |  
**Reinaldo Nascimento** *Waldorf Emergency and Trauma Pedagogy*

## Teachers and Staff for 22 - 23

Alina Kagan, SPED Program Manager  
Alison Keaney, 5th Grade Teacher  
Amy Gaerlan, Multilingual Learners Intervention Specialist  
Anastasia Prentiss, Supplemental Instructional Specialist  
Anayaxy Barraza, Assistant Head of School  
Aung Thant, Classroom Substitute Teacher  
Benjamin Lawrence, Instructional Aide SPED  
Carhenna Dela Cruz, Instructional Aide SPED  
Catherine Collins, 3rd Grade Teacher  
Curtis Lin, MS Math Teacher/8th Grade Advisor  
Danee Black, Academic Programs Coordinator  
Emily Clinton, SPED Teacher  
Esther Pyon, ERMHS Clinician  
Fiona Keaney, COVID Technology Coordinator  
Fiona Salazar, Instructional Aide SPED  
Gabriel Ben-Shalom, Instructional Aide  
Haley Zanze, 4th Grade Teacher  
Hanna Forde, TK/K Teacher  
Hennessy Jimenez, Food Program Assistant  
Dr. Ida Oberman, Executive Director  
Jennifer Lee, 1st Grade Instructional Aide  
Jessica Booker, Instructional Specialist  
Kimberly Palmore, Director of Finance & Operations  
Lottie Garrison, Operations & Compliance Manager  
Malcolm Defils, Extended Day Site Coordinator  
Molly Roa, Supplemental Instructional Specialist  
Nhan Le, TK/K Instructional Aide  
Phillip Gedeon, Head of School  
Samantha Sherwood, Behavior Specialist  
Troy Neal, Dean of Student Culture  
Vincent Lane, Instructional Aide SPED  
Yolanda Cordova, Office Manager  
Zack Steele, Behavior Specialist

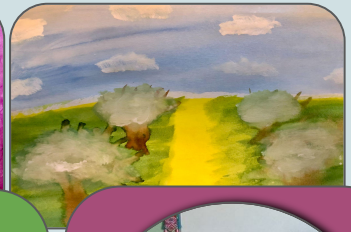
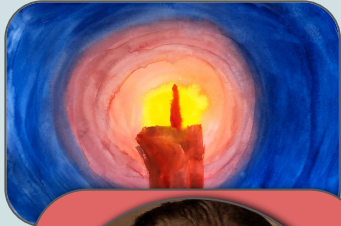


## Thank you to our students and our community!

Without you, this beautiful school could not be a reality.



# Honoring Key Guides on Our Path that Have Passed On



**Dr. Rudolf Steiner**  
1861-1925



**Angel Julio Balaoing**  
1961-2013



**Mary Jane Dipiero**  
1944-2018



**Abe Doctolero**  
1946-2021



**Dirk Tillotson**  
1969-2021

**In Profound Gratitude**



# In Closing | Mr. Philip Gedeon, Head of School



Aloha Community School for Creative Education Families and Partners,

I am truly honored to serve as your Head of School and the next leader of Community School for Creative Education. CSCE is has earned a reputation of excellence within and without the Waldorf community, and as a Community school, the boundless opportunities that extend beyond the classroom setting are exemplary.

I enthusiastically will continue to deepen the Waldorf ideals for education that emphasizes and awakens disciplined creativity, wonder, reverence and respect for nature and human existence for all of our students. I look forward to leading our staff in strengthening and expanding their Waldorf methods to offer a more holistic educational model designed to provide the right stimulus at the right time and allow each child's abilities to fully unfold.

I have witnessed personally the dedicated our staff embodies in meeting each child's academic, social and emotional needs. Our Board of Trustees and school leadership are committed to providing each school with the necessary resources to ensure success. And, parents and community members give to our schools generously in terms of their time, talent, and resources.

This time of transition is such an exciting time and opportunities for everyone to get involved. Please be sure to check out our website and social media accounts (Facebook and Instagram) to stay current on school events, meetings and community opportunities. I look forward to working with everyone in our community to continue propelling CSCE forward!

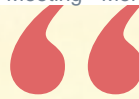
Mr. Philip Gedeon

“The heart of the Waldorf method is that education is an art; it must speak to the child's experience. To educate the whole child, his heart and his will must be reached, as well as the mind.”

- Rudolf Steiner

# SCHOOL VERSE

*Cited by Cecil Hardwood, Co-Founder of the first Waldorf schools in an English speaking country (1898-1975)*



**This is our school**

Let **peace** dwell here.

Let the room be filled with

**contentment.**

Let **Love** abide here:

Love of one another

Love of humankind

Love of the earth

**And love of life itself.**

Let us remember:

As **many hands** build a house,

So, **many hearts** make a school.

**Esta es nuestra escuela**

Que **la paz** habite aquí

Que el salón de clase se llene de **satisfacción.**

Dejemos que **el amor** permanezca aquí:

Amor de unos a otros

Amor a la humanidad

Amor a la tierra

**Amor a la vida.**

Recordemos: Como **tantas manos** construyen una casa,

Así mismo, **muchos corazones** hacer una escuela.

**Đây là trường học của chúng ta**

**Hãy sống hòa bình ở đây.**

**Hãy để căn phòng tràn đầy mãn nguyện.**

**Hãy để tình yêu tồn tại ở đây:**

Tình yêu của nhau

Tình yêu của nhân loại

Tình yêu của trái đất

Và tình yêu của đời mình.

**Chúng ta hãy nhớ:**

**Như nhiều bàn tay xây dựng một ngôi nhà,**

**Vi vậy, nhiều trái tim tạo thành một trường học.**



Community School  
for Creative Education

Powered by BoardOnTrack

# Coversheet

## First Interim Report

<b>Section:</b>	VI. Finance
<b>Item:</b>	A. First Interim Report
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	CSCE First Interim Report 22-23.pdf



**CHARTER SCHOOL  
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM  
First Interim Report - Summary**

Charter School Name: Community School for Creative Edu  
 (continued)  
 CDS #: 01-10017-0123968  
 Charter Approving Entity: Alameda County Office of Educatio  
 County: Alameda  
 Charter #: 1284  
 Fiscal Year: 2022/23

Description	Object Code	7/1 Adopted Budget (X)	Actuals thru 10/31 (Y)	1st Interim Budget (Z)	1st Interim vs. Adopted Budget Increase, (Decrease)	
					\$ Difference (Z) vs. (X)	% Change (Z) vs. (X)
<b>A. REVENUES</b>						
<b>1. LCFF/Revenue Limit Sources</b>						
State Aid - Current Year	8011	1,273,867.00	225,609.00	1,317,954.00	44,087.00	3.46%
Education Protection Account State Aid - Current Year	8012	383,136.00	114,129.00	500,730.00	117,594.00	30.69%
State Aid - Prior Years	8019	-	-	-	-	-
Transfers to Charter Schools Funding in Lieu of Property Taxes	8096	579,040.00	96,567.00	588,440.00	9,400.00	1.62%
Other LCFF Transfers	8091, 8097	-	-	-	-	-
Total, LCFF Sources		2,236,043.00	436,305.00	2,407,124.00	171,081.00	7.65%
<b>2. Federal Revenues</b>						
No Child Left Behind/Every Student Succeeds Act	8290	123,426.00	-	109,214.00	(14,212.00)	-11.51%
Special Education - Federal	8181, 8182	79,826.00	-	20,782.00	(59,044.00)	-73.97%
Child Nutrition - Federal	8220	81,005.00	-	81,005.00	-	0.00%
Donated Food Commodities	8221	-	-	-	-	-
Other Federal Revenues	8110, 8260-8299	536,170.00	44,560.69	470,364.00	(65,806.00)	-12.27%
Total, Federal Revenues		820,427.00	44,560.69	681,365.00	(139,062.00)	-16.95%
<b>3. Other State Revenues</b>						
Special Education - State	StateRevSE	194,103.00	26,003.00	228,661.00	34,558.00	17.80%
All Other State Revenues	StateRevAO	798,242.00	48,921.68	1,215,155.00	416,913.00	52.23%
Total, Other State Revenues		992,345.00	74,924.68	1,443,816.00	451,471.00	45.50%
<b>4. Other Local Revenues</b>						
All Other Local Revenues	LocalRevAO	179,921.00	23,019.07	179,921.00	-	0.00%
Total, Local Revenues		179,921.00	23,019.07	179,921.00	-	0.00%
<b>5. TOTAL REVENUES</b>						
		4,228,736.00	578,809.44	4,712,226.00	483,490.00	11.43%
<b>B. EXPENDITURES</b>						
<b>1. Certificated Salaries</b>						
Certificated Teachers' Salaries	1100	813,390.00	169,024.86	727,733.00	(85,657.00)	-10.53%
Certificated Pupil Support Salaries	1200	279,575.00	116,258.91	459,853.00	180,278.00	64.48%
Certificated Supervisors' and Administrators' Salaries	1300	206,086.00	118,891.78	205,399.00	(687.00)	-0.33%
Other Certificated Salaries	1900	-	-	-	-	-
Total, Certificated Salaries		1,299,051.00	404,175.55	1,392,985.00	93,934.00	7.23%
<b>2. Non-certificated Salaries</b>						
Non-certificated Instructional Aides' Salaries	2100	386,987.00	158,292.61	439,339.00	52,352.00	13.53%
Non-certificated Support Salaries	2200	-	-	-	-	-
Non-certificated Supervisors' and Administrators' Sal.	2300	283,994.00	74,386.70	216,243.00	(67,751.00)	-23.86%
Clerical and Office Salaries	2400	66,038.00	22,624.24	66,038.00	-	0.00%
Other Non-certificated Salaries	2900	-	-	-	-	-
Total, Non-certificated Salaries		737,019.00	255,303.55	721,620.00	(15,399.00)	-2.09%
<b>3. Employee Benefits</b>						
STRS	3101-3102	248,118.59	70,506.04	266,060.00	17,941.41	7.23%
PERS	3201-3202	-	-	-	-	-
OASDI / Medicare / Alternative	3301-3302	75,218.00	25,037.98	75,402.00	184.00	0.24%
Health and Welfare Benefits	3401-3402	162,075.00	35,166.93	187,356.00	25,281.00	15.60%
Unemployment Insurance	3501-3502	14,528.00	3,360.00	15,436.00	908.00	6.25%
Workers' Compensation Insurance	3601-3602	23,822.00	5,254.95	24,741.00	919.00	3.86%
OPEB, Allocated	3701-3702	-	-	-	-	-
OPEB, Active Employees	3751-3752	-	-	-	-	-
Other Employee Benefits	3901-3902	-	-	-	-	-
Total, Employee Benefits		523,761.59	139,325.90	568,995.00	45,233.41	8.64%

**CHARTER SCHOOL  
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM  
First Interim Report - Summary**

Charter School Name: Community School for Creative Edu  
 (continued)  
 CDS #: 01-10017-0123968  
 Charter Approving Entity: Alameda County Office of Educatio  
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 Fiscal Year: 2022/23

Description	Object Code	7/1 Adopted Budget (X)	Actuals thru 10/31 (Y)	1st Interim Budget (Z)	1st Interim vs. Adopted Budget Increase, (Decrease)	
					\$ Difference (Z) vs. (X)	% Change (Z) vs. (X)
<b>4. Books and Supplies</b>						
Approved Textbooks and Core Curricula Materials	4100	15,000.00	19,842.35	27,500.00	12,500.00	83.33%
Books and Other Reference Materials	4200	5,000.00	4,846.47	7,000.00	2,000.00	40.00%
Materials and Supplies	4300	37,500.00	32,007.63	72,500.00	35,000.00	93.33%
Noncapitalized Equipment	4400	64,385.00	70,941.41	106,885.00	42,500.00	66.01%
Food	4700	88,702.00	29,657.28	108,702.00	20,000.00	22.55%
Total, Books and Supplies		210,587.00	157,295.14	322,587.00	112,000.00	53.18%
<b>5. Services and Other Operating Expenditures</b>						
Subagreements for Services	5100	-	-	-	-	-
Travel and Conferences	5200	88,500.00	46,764.74	133,580.00	45,080.00	50.94%
Dues and Memberships	5300	14,500.00	3,383.85	14,500.00	-	0.00%
Insurance	5400	45,163.00	15,070.00	45,163.00	-	0.00%
Operations and Housekeeping Services	5500	165,696.00	72,919.89	165,696.00	-	0.00%
Rentals, Leases, Repairs, and Noncap. Improvements	5600	143,236.00	44,508.22	150,736.00	7,500.00	5.24%
Transfers of Direct Costs	5700-5799	-	-	-	-	-
Professional/Consulting Services and Operating Expend.	5800	838,581.00	335,939.52	1,102,856.00	264,275.00	31.51%
Communications	5900	25,700.00	6,924.54	25,700.00	-	0.00%
Total, Services and Other Operating Expenditures		1,321,376.00	525,510.76	1,638,231.00	316,855.00	23.98%
<b>6. Capital Outlay (Objects 6100-6170, 6200-6500 modified accrual basis only)</b>						
Land and Land Improvements	6100-6170	-	-	-	-	-
Buildings and Improvements of Buildings	6200	-	-	-	-	-
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	-	-	-	-	-
Equipment	6400	-	-	-	-	-
Equipment Replacement	6500	-	-	-	-	-
Depreciation Expense (for accrual basis only)	6900	58,643.00	-	58,643.00	-	0.00%
Amortization Expense-Lease Assets	6910	-	-	-	-	-
Total, Capital Outlay		58,643.00	-	58,643.00	-	0.00%
<b>7. Other Outgo</b>						
Tuition to Other Schools	7110-7143	-	-	-	-	-
Transfers of Pass-through Revenues to Other LEAs	7211-7213	-	-	-	-	-
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	-	-	-	-	-
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	-	-	-	-	-
All Other Transfers	7281-7299	-	-	-	-	-
Transfers of Indirect Costs	7300-7399	-	-	-	-	-
Debt Service:						
Interest	7438	-	-	-	-	-
Principal (for modified accrual basis only)	7439	-	-	-	-	-
Total, Other Outgo		-	-	-	-	-
<b>8. TOTAL EXPENDITURES</b>		4,150,437.59	1,481,610.90	4,703,061.00	552,623.41	13.31%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)</b>		78,298.41	(902,801.46)	9,165.00	(69,133.41)	-88.29%

**CHARTER SCHOOL  
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM  
First Interim Report - Summary**

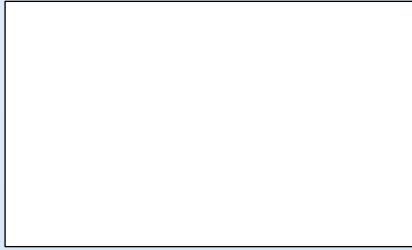
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 Charter #: 1284  
 Fiscal Year: 2022/23

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					\$ Difference (Z) vs. (X)	% Change (Z) vs. (X)
<b>D. OTHER FINANCING SOURCES / USES</b>						
1. Other Sources	8930-8979	-	-	-	-	
2. Less: Other Uses	7630-7699	-	-	-	-	
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	-	-	-	-	
4. TOTAL OTHER FINANCING SOURCES / USES		-	-	-	-	
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>		78,298.41	(902,801.46)	9,165.00	(69,133.41)	-88.29%
<b>F. FUND BALANCE, RESERVES</b>						
1. Beginning Fund Balance						
a. As of July 1	9791	1,983,061.00	1,814,474.78	1,814,474.78	(168,586.22)	-8.50%
b. Adjustments/Restatements	9793, 9795	-	-	-	-	
c. Adjusted Beginning Fund Balance		1,983,061.00	1,814,474.78	1,814,474.78		
2. Ending Fund Balance, June 30 (E + F.1.c.)		2,061,359.41	911,673.32	1,823,639.78		
Components of Ending Fund Balance :						
a. Nonspendable						
Revolving Cash (equals object 9130)	9711	-	-	-	-	
Stores (equals object 9320)	9712	-	-	-	-	
Prepaid Expenditures (equals object 9330)	9713	-	-	-	-	
All Others	9719	-	-	-	-	
b. Restricted	9740	-	(632,078.06)	11,071.52	11,071.52	New
c. Committed						
Stabilization Arrangements	9750	-	-	-	-	
Other Commitments	9760	-	-	-	-	
d. Assigned						
Other Assignments	9780	-	-	-	-	
e. Unassigned/Unappropriated						
Reserve for Economic Uncertainties	9789	124,513.12	-	141,092.00	16,578.88	13.31%
Unassigned/Unappropriated Amount	9790	1,936,846.29	1,543,751.38	1,671,476.26	(265,370.03)	-13.70%

# Coversheet

## 2021-2022 Annual Audit Report

<b>Section:</b>	VI. Finance
<b>Item:</b>	B. 2021-2022 Annual Audit Report
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	21-22 Audit Rpt - Community.pdf



Community School for  
Creative Education

Charter #1284

Audit Report

June 30, 2022



**Community School for Creative Education**  
 Financial Statements and Supplemental Information  
 Year Ended June 30, 2022

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 <p><b>WILKINSON HADLEY KING &amp; CO. LLP</b> CPAS AND ADVISORS El Cajon, CA   Berkeley, CA</p>	<p>Brian K. Hadley, CPA Aubrey W. Mann, CPA Kevin A. Sproul, CPA</p>
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## **Independent Auditor’s Report**

To the Board of Directors  
Community School for Creative Education

### **Report on the Audit of the Financial Statements**

#### ***Opinion***

We have audited the accompanying financial statements of Community School for Creative Education (a nonprofit organization), which comprise the statement of financial position as of June 30, 2022, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

In our opinion, the financial statements present fairly, in all material respects, the financial position of Community School for Creative Education as of June 30, 2022, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

#### ***Basis for Opinion***

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditor’s Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of Community School for Creative Education and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

#### ***Responsibilities of Management for the Financial Statements***

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America, and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about Community School for Creative Education’s ability to continue as a going concern for twelve months beyond the financial statement date, including any currently known information that may raise substantial doubt shortly thereafter.

#### ***Auditor’s Responsibilities for the Audit of the Financial Statements***

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor’s report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

218 West Douglas Avenue, El Cajon, CA 92020  
Phone: 619-447-6700 | Fax: 619-447-6707 | whllp.com

In performing an audit in accordance with generally accepted auditing standards and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of Community School for Creative Education’s internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about Community School for Creative Education’s ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

***Supplementary Information***

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying supplementary information, as identified in the Table of Contents and as required by the *2021-22 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, is presented for purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the schedule of expenditures of federal awards and additional accompanying supplementary information, as identified in the Table of Contents, are fairly stated, in all material respects, in relation to the financial statements as a whole.

***Other Reporting Required by Government Auditing Standards***

In accordance with *Government Auditing Standards*, we have also issued our report dated December 15, 2022, on our consideration of Community School for Creative Education’s internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of Community School for Creative Education’s internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Community School for Creative Education’s internal control over financial reporting and compliance.

El Cajon, California  
December 15, 2022

## Financial Statements

## Community School for Creative Education

### Statement of Financial Position

June 30, 2022

**Assets**

Cash and cash equivalents	\$ 1,433,766
Accounts receivable	825,024
Prepaid expenses	52,950
Security deposits	6,827
Total Assets	\$ 2,318,567

**Liabilities and Net Assets**

Liabilities

Accounts payable - vendors	\$ 100,247
Accounts payable - grantor government	89,791
Accrued payroll liabilities	82,914
Unearned revenue	231,141
Total Liabilities	504,093

Net Assets

Without donor restrictions	
Undesignated	1,765,074
	1,765,074

With donor restrictions

Restricted for nutrition program	31,785
Restricted for state programs	17,615
	49,400

Total Net Assets	1,814,474
Total Liabilities and Net Assets	\$ 2,318,567

The accompanying notes are an integral part of this statement.

## Community School for Creative Education

Statement of Activities  
Year Ended June 30, 2022

	Without Donor Restrictions	With Donor Restrictions	Total
<b>Revenue, Support, and Gains</b>			
Local Control Funding Formula (LCFF) sources			
State aid	\$ 919,900	\$ -	\$ 919,900
Education protection account state aid	480,853	-	480,853
Transfers in lieu of property taxes	505,902	-	505,902
Total LCFF sources	1,906,655	-	1,906,655
Federal contracts and grants	-	712,382	712,382
State contracts and grants	145,101	547,537	692,638
Local contracts and grants	111,155	-	111,155
Donations and fundraising	162,645	-	162,645
Interest income	1,682	-	1,682
Net assets released from restriction -			
Grant restrictions satisfied	1,221,591	(1,221,591)	-
Total revenue, support, and gains	3,548,829	38,328	3,587,157
<b>Expenses and Losses</b>			
Program services expense	2,780,531	-	2,780,531
Supporting services expense	982,601	-	982,601
Total expenses and losses	3,763,132	-	3,763,132
<b>Change in Net Assets</b>	(214,303)	38,328	(175,975)
<b>Net Assets, Beginning of Year</b>	1,979,377	11,072	1,990,449
<b>Net Assets, End of Year</b>	\$ 1,765,074	\$ 49,400	\$ 1,814,474

The accompanying notes are an integral part of this statement.

## Community School for Creative Education

### Statement of Functional Expenses Year Ended June 30, 2022

	Program Services	Supporting Services		Total
	Educational Programs	Management and General	Fundraising and Development	
Salaries and wages	\$ 1,154,928	\$ 563,099	\$ -	\$ 1,718,027
Pension expense	161,582	78,781	-	240,363
Other employee benefits	77,355	37,715	-	115,070
Payroll taxes	75,039	36,586	-	111,625
Fees for services:				
Business services	-	78,751	-	78,751
Legal	-	44,295	-	44,295
Accounting	-	13,300	-	13,300
Professional consulting	563,428	25,640	-	589,068
District oversight	-	17,950	-	17,950
Banking and payroll services	-	9,307	-	9,307
Advertising and promotion	-	12,674	-	12,674
Information technology	7,580	-	-	7,580
Communication	30,146	-	-	30,146
Occupancy	106,053	-	-	106,053
Travel and conferences	3,444	-	-	3,444
Conferences, conventions, and meetings	78,977	-	-	78,977
Operations and housekeeping	173,664	-	-	173,664
Depreciation	47,710	-	-	47,710
Insurance	-	38,359	-	38,359
Other expenses:				
Books and supplies	268,871	-	-	268,871
Equipment rental and repair	16,102	-	-	16,102
Noncapitalized equipment	8,976	-	-	8,976
Student transportation & field trips	6,676	-	-	6,676
Fundraising	-	-	8,180	8,180
Miscellaneous	-	17,964	-	17,964
<b>Total expenses by function</b>	<b>\$ 2,780,531</b>	<b>\$ 974,421</b>	<b>\$ 8,180</b>	<b>\$ 3,763,132</b>

The accompanying notes are an integral part of this statement.



## Community School for Creative Education

Statement of Cash Flows  
Year Ended June 30, 2022

**Cash Flows from Operating Activities**

Receipts from federal, state, and local contracts and grants	\$ 3,155,861
Receipts from property taxes	505,902
Receipts from donations and fundraising	162,645
Receipts from operating interest	1,682
Payments to employees for services provided	(2,136,791)
Payments to vendors	(1,865,080)

<b>Net Cash Provided By Operating Activities</b>	<b>(175,781)</b>
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<b>Net Change in Cash and Cash Equivalents</b>	<b>(175,781)</b>
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<b>Cash and Cash Equivalents, Beginning of Year</b>	<b>1,609,547</b>
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<b>Cash and Cash Equivalents, End of Year</b>	<b>\$ 1,433,766</b>
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**Reconciliation of Change in Net Assets to Net Cash**

**Used For Operating Activities**

Change in net assets	\$ (175,975)
Adjustments to reconcile change in net assets to net cash:	
Depreciation and amortization	47,710
Changes in operating assets and liabilities	
(Increase) Decrease in assets	
Accounts receivable	63,275
Prepaid expenses	(52,950)
Increase (Decrease) in liabilities	
Accounts payable - vendors	(281,793)
Accounts payable - grantor government	89,791
Accrued payroll liabilities	48,294
Unearned revenue	85,867

<b>Net Cash Provided By Operating Activities</b>	<b>\$ (175,781)</b>
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The accompanying notes are an integral part of this statement.

# Community School for Creative Education

Notes to the Financial Statements

Year Ended June 30, 2022

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## A. Principal Activity and Summary of Significant Accounting Policies

### *Organization Structure*

Community School for Creative Education (the School) was incorporated in the State of California on November 14, 2008, under the Nonprofit Public Benefit Corporation Law for public and charitable purposes. The School petitioned and was approved through the Alameda County Board of Education for a charter on June 22, 2010. The School's current charter expires June 30, 2021. The School received unanimous approval for its third term through June 30, 2026. The mission of the School is to partner 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.

### *Basis of Accounting*

The financial statements were prepared in accordance with accounting principles generally accepted in the United States of America as applicable to not-for-profit organizations. The School uses the accrual basis of accounting, under which revenues are recognized when they are earned, and expenditures are recognized in the accounting period in which the liability is incurred.

### *Cash and Cash Equivalents*

The School considers all cash and highly liquid financial instruments with original maturities of three months or less, which are neither held for nor restricted by donors for long-term purposes, to be cash and cash equivalents.

### *Accounts Receivable*

Accounts receivables consist primarily of noninterest-bearing amounts due to the School for federal, state, and local grants and contracts receivable. The amounts in accounts receivable are considered fully collectable and as such there has not been an allowance for uncollectable accounts or discount established for the School.

### *Property and Equipment*

The School records property and equipment additions over \$5,000 at cost, or if donated, at fair value on the date of donation. Depreciation and amortization are computed using the straight-line method over the estimated useful lives of the assets ranging from 3 to 30 years, or in the case of capitalized leased assets or leasehold improvements, the lesser of the useful life of the asset or the lease term. When assets are sold or otherwise disposed of, the cost and related depreciation or amortization are removed from the accounts, and any resulting gain or loss is included in the statements of activities. Costs of maintenance and repairs that do not improve or extend the useful lives of the respective assets are expensed in the current period.

## Community School for Creative Education

Notes to the Financial Statements (Continued)

Year Ended June 30, 2022

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The School reviews the carrying values of property and equipment for impairment whenever events or circumstances indicate that the carrying value of an asset may not be recoverable from the estimated future cash flows expected to result from its use and eventual disposition. When considered impaired an impairment loss is recognized to the extent carrying value exceeds the fair value of the asset. There were no indicators of asset impairment during the year ended June 30, 2022.

### *Investments*

The School records investment purchases at cost, or if donated, at fair value on the date of donation. Thereafter, investments are reported at their fair values on the statement of financial position. Net investment return/(loss) is reported in the statement of activities and consists of interest and dividend income, realized and unrealized capital gains and losses, less external and direct internal investment expenses.

### *Net Assets*

Net assets, revenues, gains and losses are classified based on the existence or absence of donor or grantor-imposed restrictions. Accordingly, net assets and changes therein are classified and reported as follows:

*Net Assets Without Donor Restrictions* – Net assets available for use in general operations and not subject to donor (or certain grantor) restrictions.

*Net Assets With Donor Restrictions* – Net assets subject to donor (or certain grantor) imposed restrictions. Some donor-imposed restrictions are temporary in nature, such as those that will be met by the passage of time or other events specified by the donor. Other donor-imposed restrictions are perpetual in nature, where the donor stipulates those resources be maintained in perpetuity. Donor-imposed restrictions are released when a restriction expires, that is, when the stipulated time has elapsed, when the stipulated purpose for which the resource was restricted has been fulfilled, or both.

### *Revenue and Revenue Recognition*

The School recognizes revenue from sales when the products are transferred, and services are provided. The School records special events revenue equal to the cost of direct benefits to donors, and contribution revenue for the difference. Contributions are recognized when cash, securities or other assets, an unconditional promise to give, or notification of a beneficial interest is received. Conditional promises to give, that is, those with a measurable performance or other barrier, and a right of return, are not recognized until the conditions on which they depend have been substantially met. Some federal, state, and local contracts and grants are conditioned upon certain performance requirements and the incurrence of allowable qualifying expense. In such cases the revenue is recognized once all performance requirements have been met.

## Community School for Creative Education

Notes to the Financial Statements (Continued)

Year Ended June 30, 2022

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### *Donated Services and In-Kind Contributions*

Volunteers contribute significant amounts of time to our program services, administration, and fundraising and developing activities; however, the financial statements do not reflect the value of these contributed services because they do not meet recognition criteria prescribed by generally accepted accounting principles.

### *Functional Allocation of Expenses*

The costs of program and supporting services activities have been summarized on a functional bases in the statement of activities. The statement of functional expenses presents the natural classification detail of expenses by function. Accordingly, certain costs have been allocated among the program and supporting services benefited.

### *Income Taxes*

The School is a 509(a)(1) publicly supported non-profit organization that is exempt from income taxes under Sections 501(a) and 501(c)(3) of the Internal Revenue Code. The School is also exempt from California franchise or income tax under Section 23701d of the California Revenue and Taxation Code. The School may be subject to tax on income which is not related to its exempt purpose. For the year ended June 30, 2022, no such unrelated business income was reported and, therefore, no provision for income taxes has been made.

The School follows provisions of uncertain tax positions as addressed in ASC 958. The School recognizes accrued interest and penalties associated with uncertain tax positions as part of the income tax provision, when applicable. There are no amounts accrued in the financial statements related to uncertain tax positions for the year ended June 30, 2022.

### *Estimates*

The preparation of financial statements in conformity with generally accepted accounting principles requires the School to make estimates and assumptions that affect the reported amounts of assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates, and those differences could be material.

### *Financial Instruments and Credit Risk*

The School manages deposit concentration risk by placing cash, money market accounts, and certificates of deposit with financial institutions believed by the School to be creditworthy. At times, amounts on deposit may exceed insured limits or include uninsured investments in money market mutual funds. To date, the School has not experienced losses in any of these accounts. Credit risk associated with contributions receivable is considered to be limited due to high historical collection rates and because substantial portions of the outstanding amounts are due from government agencies.

## Community School for Creative Education

Notes to the Financial Statements (Continued)

Year Ended June 30, 2022

### *LCFF Revenues and Payments in Lieu of Property Taxes*

The School’s primary funding source is a combination of local property taxes and state revenues. The California Department of Education computes the local control funding formula (LCFF) on statewide charter school rates multiplied by the schools’ average daily attendance (ADA) as reported at the second principal apportionment period (P2). The result is then reduced by property tax revenues transferred from the District to the school, which is funding in lieu of property taxes, and education protection account funds paid by the state under Proposition 30. The remaining balance is paid from the state general fund, in the form of LCFF State Aid. LCFF funding sources, inclusive of state and local sources, made up 53% of the School’s revenue.

The School is not at risk of losing these funding sources, as long as the School maintains a steady level of ADA, as these funding sources are mandated by the California State Constitution to fund schools.

### *New Accounting Guidance*

The Financial Accounting Standards Board (FASB) issues accounting standards updates and additional guidance for not-for-profit and for-profit agencies to establish consistent accounting across all organizations in the United States. The following table represents items that have been issued by FASB that became effective in the 2021-22 fiscal year:

Description	Date Issued
FASB Accounting Standards Update 2017-12 - <i>Derivatives and Hedging (Topic 815)</i>	Aug-17
FASB Accounting Standards Update 2018-10 - <i>Codification Improvements to Topic 842 Leases</i>	Jul-18
FASB Accounting Standards Update 2018-15 - <i>Intangibles, Goodwill and Other, Internal Use Software (Topic 350-40)</i>	Aug-18
FASB Accounting Standards Update 2018-16 - <i>Derivatives and Hedging (Topic 815)</i>	Oct-18
FASB Accounting Standards Update 2018-17 - <i>Consolidation (Topic 810)</i>	Oct-18
FASB Accounting Standards Update 2018-18 - <i>Collaborative Arrangements (Topic 808)</i>	Nov-18
FASB Accounting Standards Update 2019-02 - <i>Entertainment Film Costs (Topic 926-20)</i>	Mar-19
FASB Accounting Standards Update 2019-10 - <i>Derivatives and Hedging (Topic 815)</i>	Nov-19
FASB Accounting Standards Update 2020-07 - <i>Not-For-Profit Entities (Topic 958)</i>	Sep-20



## Community School for Creative Education

Notes to the Financial Statements (Continued)

Year Ended June 30, 2022

These updates were issued to provide clarification and simplification in accounting for certain transactions. In addition, they provide for additional note disclosures to create transparency involving these transactions. The School has adopted provisions of effective Accounting Standards Updates. The implementation of these items did not result in a change to financial presentation for the School.

### *Subsequent Events*

In preparing these financial statements, the School has evaluated events and transactions for potential recognition or disclosure through December 15, 2022, the date the financial statements were available to be issued.

### **B. Liquidity and Availability**

The School’s financial assets available for general expenditure, that is, without donor or other restrictions limiting their use, within one year of the statement of financial position date, comprise the following:

Cash and cash equivalents	\$	1,433,766
Accounts receivable		<u>825,024</u>
		<u>\$ 2,258,790</u>

### **C. Cash and Cash Equivalents**

The School’s cash and cash equivalents on June 30, 2022, consisted of the following:

Cash in bank accounts	\$	<u>1,433,766</u>
Total cash and cash equivalents		<u>\$ 1,433,766</u>

### *Cash in Bank*

The School’s cash in bank, (\$1,433,766 as of June 30, 2022) is held in financial institutions which are insured by the Federal Deposit Insurance Corporation (FDIC) up to a limit of \$250,000 per depositor. As of June 30, 2022, the School held \$1,199,242 in excess of the FDIC insured amounts. The School reduces its exposure to risk by maintaining such deposits with high quality financial institutions. The School has not experienced any losses in such accounts and believe it is not exposed to any significant credit risk.

## Community School for Creative Education

Notes to the Financial Statements (Continued)

Year Ended June 30, 2022

### D. Accounts Receivable

As of June 30, 2022, the School’s accounts receivable consisted of the following:

Federal Government	
Special Education	\$ 67,489
Child Nutrition	18,891
Title I	41,835
ESSER I	36,516
ESSER II	145,918
Other Federal Programs	91,310
State Government	
Education Protection Account	208,366
Lottery Funding	34,423
ASES	71,219
Other State Programs	30,963
Local Government	
Property tax payments	73,654
Other Local Sources	
Other local sources	4,440
Total Accounts Receivable	\$ 825,024

### E. Prepaid Expenses

As of June 30, 2022, the School’s prepaid expenses consisted of the following:

Prepaid CSMC fees	\$ 6,667
Prepaid insurance and benefits	11,833
Prepaid vendors	34,450
Total Prepaid Expenses	\$ 52,950

### F. Property and Equipment

As of June 30, 2022, the School’s property and equipment consisted of the following:

	Beginning Balance	Additions	Deletions	Ending Balance
Depreciable Capital Assets				
Leasehold Improvements	\$ 234,852	\$ -	\$ -	\$ 234,852
Total Depreciable Capital Assets	234,852	-	-	234,852
Total Capital Assets	234,852	-	-	234,852
Less Accumulated Depreciation	(187,142)	(47,710)	-	(234,852)
Capital Assets, Net	\$ 47,710	\$ (47,710)	\$ -	\$ -

## Community School for Creative Education

Notes to the Financial Statements (Continued)

Year Ended June 30, 2022

### G. Unearned Revenue

At year end the School had performance obligations remaining to expend funds for multiple state programs. As such, unexpended cash received is reflected in unearned revenue.

The following table provides information about significant changes in unearned revenue for the year ended June 30, 2022:

Unearned Revenue, beginning of period	\$	145,274
Increases in unearned revenue due to cash received during the period		318,477
Decreases in unearned revenue due to performance obligations met during the period		(232,610)
Unearned Revenue, end of period	<u>\$</u>	<u>231,141</u>

As of June 30, 2022, unearned revenue consisted of the following:

State		
Expanded Learning Opportunities		175,682
Universal Pre-K		55,459
Total Unearned Revenue	<u>\$</u>	<u>231,141</u>

### H. Net Assets With Donor Restrictions

The School receives grants from federal and state agencies that are restricted for specific purposes. Once the restricted purpose has been fulfilled, the assets are released from restriction. During the 2021-22 fiscal year the School received state grants which are multi-year restricted grants. At June 30, 2022, net assets were restricted for the following purposes:

Subject to expenditure for specified state purposes:		
Lottery	\$	17,615
Kitchen Infrastructure		31,785
Total net assets with donor restrictions	<u>\$</u>	<u>49,400</u>

Net assets were released from donor restrictions by incurring expenses satisfying the restricted purpose as follows for the year ended June 30, 2022.

Beginning restricted net assets	\$	11,072
Restricted grants received		1,259,919
Net assets released from restriction:		
Restricted purpose satisfied		(1,221,591)
Ending restricted net assets	<u>\$</u>	<u>49,400</u>

## Community School for Creative Education

Notes to the Financial Statements (Continued)

Year Ended June 30, 2022

### I. Employee Retirement System

Qualified employees are covered under a multiple-employer defined benefit pension plan by an agency of the State of California. Certificated employees are members of the California State Teachers’ Retirement System (CalSTRS). The risks of participating in these multi-employer plans are different from single-employer plans in the following aspects:

- a. Assets contributed to the multi-employer plan by one employer may be used to provide benefits to employees of the other participating employers.
- b. If a participating employer stops contributing to the plan, the unfunded obligations of the plan may be borne by the remaining participating employers.
- c. If the School chooses to stop participating in some of its multi-employer plans, the School may be required to pay those plans an amount based on the underfunded status of the plan, referred to as a withdrawal liability.

The School’s participation in this plan for the fiscal year ended June 30, 2022, is outlined in the table below. The “EIN/Pension Plan Number” column provides the Employee Identification Number (EIN) and the three-digit plan number, if applicable. Unless otherwise noted, the most recent Pension Protection Act (PPA) zone status available in 2022, 2021 and 2020 is for the plan’s year-end at June 30, 2022, 2021 and 2020, respectively. The zone status is based on information that the School received from the plan and is certified by the plan’s actuary. Among other factors, plans in the red zone are generally less than 65% funded, plans in the yellow zone are less than 80% funded, and plans in the green zone are at least 80% funded. The “FIP/RP Status Pending/Implemented” column indicates plans for which a financial improvement plan (FIP) or a rehabilitation plan (RP) is either pending or has been implemented.

*Period to Period Comparability:*

Community School for Creative Education decreased in CalSTRS contributions from 2020 to 2021 by 10.99% followed by an increase in 2022 of 18.65%. The increases in CalSTRS contributions were in large due to rising contribution rates along with an increase in salaries, increasing contributions further. The decrease in 2021 due to a decrease in employees contributing to the plan

Pension Fund	EIN/ Pension Plan Number	Pension Protection Act Zone Status Year Ended June 30,			FIP/RP Status Pending/ Implemented
		2022	2021	2020	
CalSTRS	1111	Yellow	Yellow	Yellow	No
Pension Fund	Contributions			Number of Employees	Surcharge Imposed
	2022	2021	2020		
CalSTRS	\$ 147,991	\$ 124,733	\$ 140,139	12	No
Total	\$ 147,991	\$ 124,733	\$ 140,139	12	

## Community School for Creative Education

Notes to the Financial Statements (Continued)

Year Ended June 30, 2022

**CalSTRS:**

The School contributes to the California State Teachers’ Retirement System (CalSTRS), a cost-sharing multiple employer public employee retirement system defined benefit pension plan administered by CalSTRS. Required contribution rates are set by the California Legislature and detailed in Teachers’ Retirement Law. Contribution rates are expressed as a level of percentage of payroll using the entry age normal actuarial cost method. CalSTRS also uses the level of percentage of payroll method to calculate the amortization of any unfunded liability. Copies of the STRS annual report may be obtained from the STRS, 7667 Folsom Boulevard, Sacramento, California 95826.

For the fiscal year ended June 30, 2022, active plan members were required to contribute between 10.205% and 10.25% of their salary, depending on their hire date. The employer contribution rate was 16.92% of annual payroll. CalSTRS issues a separate comprehensive annual financial report that includes financial statements and required supplementary information. The School made contributions as noted above. For the year ended June 30, 2022, the State contributed \$94,970 (10.858% of certificated salaries) on behalf of the School.

**J. Upcoming Changes in Accounting Pronouncements**

The Financial Accounting Standards Board (FASB) has issued the following Accounting Standards Updates (ASU) that become effective over the next few fiscal years:

Description	Date Issued	Fiscal Year Effective
FASB Accounting Standards Update 2016-02 - <i>Leases (Topic 842)</i>	Feb-16	2022-23
FASB Accounting Standards Update 2016-13 - <i>Credit Losses (Topic 326)</i>	Jun-16	2023-24
FASB Accounting Standards Update 2017-04 - <i>Intangibles, Goodwill &amp; Other (Topic 350)</i>	Jan-17	2023-24
FASB Accounting Standards Update 2018-01 - <i>Leases (Topic 842)</i>	Jan-18	2022-23
FASB Accounting Standards Update 2018-11 - <i>Leases Targeted Improvements (Topic 842)</i>	Jul-18	2022-23
FASB Accounting Standards Update 2018-12 - <i>Financial Services Insurance (Topic 944)</i>	Aug-18	2024-25
FASB Accounting Standards Update 2018-14 - <i>Compensation, Retirement Benefits - Defined Benefit Plans (Topic 715-20)</i>	Aug-18	2022-23
FASB Accounting Standards Update 2018-19 - <i>Codification Improvements for Credit Losses (Topic 326)</i>	Nov-18	2023-24
FASB Accounting Standards Update 2018-20 - <i>Leases (Topic 842)</i>	Dec-18	2022-23
FASB Accounting Standards Update 2019-01 - <i>Leases (Topic 842)</i>	Mar-19	2022-23
FASB Accounting Standards Update 2019-09 - <i>Financial Services, Insurance (Topic 944)</i>	Nov-19	2024-25
FASB Accounting Standards Update 2019-10 - <i>Financial Instruments, Credit Losses</i>	Nov-19	2023-24

## Community School for Creative Education

Notes to the Financial Statements (Continued)

Year Ended June 30, 2022

Description	Date Issued	Fiscal Year Effective
FASB Accounting Standards Update 2019-12 - <i>Income Taxes (Topic 740)</i>	Dec-19	2022-23
FASB Accounting Standards Update 2020-01 - <i>Investments (Topics 321, 323, and 815)</i>	Jan-20	2022-23
FASB Accounting Standards Update 2020-05 - <i>Revenue from Contracts with Customers (Topic 606)</i>	Jun-20	2022-23
FASB Accounting Standards Update 2020-05 - <i>Leases (Topic 842)</i>	Jun-20	2022-23
FASB Accounting Standards Update 2020-06 - <i>Debt (Topic 470-20)</i>	Aug-20	2024-25
FASB Accounting Standards Update 2020-06 - <i>Derivatives and Hedging (Topic 815-40)</i>	Aug-20	2024-25
FASB Accounting Standards Update 2020-08 - <i>Codification Improvements for Receivables (Topic 310-20)</i>	Oct-20	2022-23
FASB Accounting Standards Update 2020-10 - <i>Codification Improvements</i>	Nov-20	2025-26
FASB Accounting Standards Update 2021-02 - <i>Franchisors Revenue (Topic 952-606)</i>	Jan-21	2022-23
FASB Accounting Standards Update 2021-04 - <i>Earnings Per Share (Topic 260)</i>	May-21	2022-23
FASB Accounting Standards Update 2021-04 - <i>Debt Modifications and Extinguishments (Topic 470-50)</i>	May-21	2022-23
FASB Accounting Standards Update 2021-04 - <i>Stock Compensation (Topic 718)</i>	May-21	2022-23
FASB Accounting Standards Update 2021-04 - <i>Derivatives and Hedging (Topic 815-40)</i>	May-21	2022-23
FASB Accounting Standards Update 2021-05 - <i>Leases (Topic 842)</i>	Jul-21	2022-23
FASB Accounting Standards Update 2021-07 - <i>Stock Compensation (Topic 718)</i>	Oct-21	2022-23
FASB Accounting Standards Update 2021-08 - <i>Business Combinations (Topic 805)</i>	Oct-21	2024-25
FASB Accounting Standards Update 2021-09 - <i>Leases (Topic 842)</i>	Nov-21	2022-23
FASB Accounting Standards Update 2021-10 - <i>Government Assistance (Topic 832)</i>	Nov-21	2022-23
FASB Accounting Standards Update 2022-01 - <i>Derivatives and Hedging (Topic 815): Fair Value Hedging - Portfolio Layer Method</i>	Mar-22	2024-25
FASB Accounting Standards Update 2022-02 - <i>Financial Instruments-Credit Losses (Topic 326): Troubled Debt Restructurings and Vintage Disclosures</i>	Mar-22	2023-24
FASB Accounting Standards Update 2022-03 - <i>Fair Value Measurement (Topic 820): Fair Value Measurement of Equity Securities Subject to Contractual Sale Restrictions</i>	Jun-22	2025-26
FASB Accounting Standards Update 2022-04 - <i>Liabilities-Supplier Finance Programs (Subtopic 405-50): Disclosure of Supplier Finance Program Obligations</i>	Sep-22	2023-24



## **Community School for Creative Education**

Notes to the Financial Statements (Continued)

Year Ended June 30, 2022

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These updates were issued to provide clarification and simplification in accounting for certain transactions. In addition, they provide for additional note disclosures to create transparency involving these transactions. The updates effective during the future fiscal years are not expected to impact the financial accounting or presentation for the School.

## Supplementary Information

## Community School for Creative Education

LEA Organization Structure  
Year Ended June 30, 2022

Community School for Creative Education (Charter #1284) is a Grade K-8 Charter School and was granted its charter by the Alameda County Board of Education on June 22, 2010, pursuant to the terms of the Charter School Act of 1992, as amended. The Organization is currently operating at 2111 International Boulevard in Oakland, California.

### GOVERNING BOARD

Name	Office	Term and Term Expiration
Sarah Richardson Baker	Vice-Chairman	Five Year Term Expires November 30, 2022
Anastasia Prentiss	Chairman	Eight Year Term Expires December 1, 2023
Geral Lowe	Member	Five Year Term Expires June 12, 2026
Lesbhia Morones	Member	Five Year Term Expires June 12, 2026
Martha Candido	Member	Five Year Term Expires June 20, 2023
Velia Navarro	Member	Five Year Term Expires June 20, 2023

### ADMINISTRATION

Ida Oberman  
Founder & Executive Director

Yolanda Cordova  
Office Manager

Adrienne Barnes  
Deputy Director

See Accompanying Notes to Supplementary Information

## Community School for Creative Education

### Schedule of Average Daily Attendance Year Ended June 30, 2022

	Second Period Report		Annual Report	
	Original BF58A484	Revised N/A	Original B2EB3249	Revised N/A
Classroom Based Attendance				
Grades TK/K-3	69.01	N/A	68.24	N/A
Grades 4-6	66.63	N/A	66.32	N/A
Grades 7-8	35.76	N/A	35.43	N/A
Total Classroom Based Attendance	171.40	N/A	169.99	N/A
Total ADA	171.40	N/A	169.99	N/A

N/A – There were no audit findings which resulted in revisions to the second period or annual reports of attendance.

## Community School for Creative Education

### Schedule of Instructional Time

Year Ended June 30, 2022

Grade Level	Annual Minutes Requirement	Actual Minutes Offered	J-13A Minutes	Total Minutes	Number of Actual Days Offered (Traditional)	J-13A Days	Total Instructional Days	Status
Kindergarten	36,000	47,680	0	47,680	175	0	175	Complied
1st Grade	50,400	54,985	0	54,985	175	0	175	Complied
2nd Grade	50,400	54,985	0	54,985	175	0	175	Complied
3rd Grade	50,400	56,965	0	56,965	175	0	175	Complied
4th Grade	54,000	56,965	0	56,965	175	0	175	Complied
5th Grade	54,000	56,965	0	56,965	175	0	175	Complied
6th Grade	54,000	61,485	0	61,485	175	0	175	Complied
7th Grade	54,000	61,485	0	61,485	175	0	175	Complied
8th Grade	54,000	61,485	0	61,485	175	0	175	Complied

See Accompanying Notes to Supplementary Information

## Community School for Creative Education

### Schedule of Financial Trends & Analysis Year Ended June 30, 2022

	Budget 2023	2022	2021	2020
Revenues	\$ 4,228,736	\$ 3,587,157	\$ 4,051,062	\$ 3,346,088
Expenses	4,150,438	3,763,132	3,048,088	3,188,761
Change in Net Assets	78,298	(175,975)	1,002,974	157,327
Ending Net Assets	\$ 1,892,772	\$ 1,814,474	\$ 1,990,449	\$ 987,475
Unrestricted Net Assets	\$ 1,892,772	\$ 1,765,074	\$ 1,979,377	\$ 987,475
Unrestricted net assets as a percentage of total expenses	46%	47%	65%	31%
Total Long Term Debt	\$ -	\$ -	\$ -	\$ -
ADA at P2	188	171	N/A	245

The School’s ending net assets has increased by \$826,999 (46%) over the past two fiscal years. The significant increase is in large due to additional funding received as a result of the COVID-19 pandemic. Restricted ending net assets include multi-year grants that will be expended over the next two to three years.

Average daily attendance (ADA) has decreased by 74 over the past two years. As a result of the COVID-19 pandemic there was no reporting for the 2020-21 fiscal year. Each LEA was funded based on the 2019-20 average daily attendance (ADA) reported.

The 2022-23 budget is presented for purposes of analysis only and has not been audited. Net assets are projected to increase by \$78,298 and ADA is projected to be 188 for the 2022-23 fiscal year.



## Community School for Creative Education

### Reconciliation of Unaudited Actual Financial Report to Audited Financial Statements Year Ended June 30, 2022

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June 30, 2022 annual financial alternative form net assets:	\$	1,814,475
Adjustments and reclassifications:		
Rounding		<u>(1)</u>
Total adjustments and reclassifications		<u>(1)</u>
June 30, 2022 audited financial statements net assets:	\$	<u>1,814,474</u>

See Accompanying Notes to Supplementary Information

# Community School for Creative Education

Notes to Supplementary Information  
Year Ended June 30, 2022

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## A. Purpose of Schedules

### LEA Organization Structure

This schedule provides information about the School's charter number, district of authorization, members of the governing board, and members of administration.

### Schedule of Average Daily Attendance

Average daily attendance (ADA) is a measure of the number of pupils attending classes of the School. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of state funds are made to charter schools. This schedule provides information regarding the attendance of students at various grade levels and in different programs.

### Schedule of Instructional Time

This schedule provides information regarding compliance with Education Code §47612.

Compliance with Education Code §47612 includes the following:

- 1) Charter schools may operate up to 5 tracks for attendance reporting.
- 2) Each track must be operated for a minimum of 175 days.
- 3) Each track must offer the required number of instructional minutes specified in Education Code §47612.5.
- 4) No track shall have less than 55% of its school days before April 15 each school year.

Compliance with Education Code §47612 involves offering a minimum number of annual instructional minutes as defined by grade level.

An LEA that closed due to a qualifying emergency in the 2021-22 fiscal year may submit a Form J-13A to avoid a penalty for not meeting the annual instructional day requirements. The School did not have an emergency closure and as such there are no credited days to account for on the Schedule of Instructional Time.

### Schedule of Financial Trends & Analysis

This schedule displays summarized information from the current year and two previous years, along with budget information for the upcoming year. The information from this schedule is used to evaluate whether there are any financial indicators the School will not be able to continue operations in the next fiscal year. Based upon the information presented, the School appears to have sufficient reserves to continue operations for the 2022-23 fiscal year.

### Reconciliation of Unaudited Actual Financial Report to Audited Financial Statements

This schedule provides information necessary to reconcile between the audited financial statements and the financial data submitted to the sponsoring school district via the unaudited actual financial report.

## Other Independent Auditor's Reports

Independent Auditor's Report on Internal Control Over Financial Reporting and on
   
 Compliance and Other Matters Based on an Audit of Financial Statements
   
 Performed in Accordance with *Government Auditing Standards*

To the Board of Directors
   
 Community School for Creative Education

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Community School for Creative Education (a nonprofit organization), which comprise the statement of financial position as of June 30, 2022, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated December 15, 2022.

**Report on Internal Control over Financial Reporting**

In planning and performing our audit of the financial statements, we considered Community School for Creative Education's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Community School for Creative Education's internal control. Accordingly, we do not express an opinion on the effectiveness of Community School for Creative Education's internal control.

*A deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements, on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses or significant deficiencies may exist that were not identified.

**Report on Compliance and Other Matters**

As part of obtaining reasonable assurance about whether Community School for Creative Education's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

## **Purpose of this Report**

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the organization's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the organization's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

El Cajon, California  
December 15, 2022



Brian K. Hadley, CPA  
Aubrey W. Mann, CPA  
Kevin A. Sproul, CPA

Independent Auditor’s Report on State Compliance and on Internal Control Over  
State Compliance

To the Board of Directors  
Community School for Creative Education

**Report on Compliance for Applicable State Programs**

***Opinion on Each Applicable State Program***

We have audited Community School for Creative Education’s compliance with the requirements specified in the *2021-22 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, prescribed in Title 5, *California Code of Regulations*, Section 19810 applicable to the Charter School’s statutory requirements identified below for the year ended June 30, 2022.

In our opinion, Community School for Creative Education complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its applicable state programs for the year ended June 30, 2022.

***Basis for Opinion on Each Applicable State Program***

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of *2021-22 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, prescribed in Title 5, *California Code of Regulations*, Section 19810 (the Audit Guide). Our responsibilities under those standards and the Audit Guide are further described in the Auditor’s Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of Community School for Creative Education and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion on compliance for each applicable state program. Our audit does not provide a legal determination of Community School for Creative Education’s compliance with the compliance requirements referred to above.

***Responsibilities of Management for Compliance***

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules, and provisions of contracts or grant agreements applicable to Community School for Creative Education’s state programs.

***Auditor’s Responsibilities for the Audit of Compliance***

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on Community School for Creative Education’s compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards, *Government Auditing Standards*, and the Audit Guide will always detect material noncompliance when it exists.



The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about Community School for Creative Education’s compliance with the requirements of each applicable state program as a whole.

In performing an audit in accordance with generally accepted auditing standards, *Government Auditing Standards*, and the Audit Guide, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding Community School for Creative Education’s compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- Obtain an understanding of Community School for Creative Education’s internal control over state compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the Audit Guide, but not for the purpose of expressing an opinion on the effectiveness of Community School for Creative Education’s internal control over compliance. Accordingly, no such opinion is expressed.
- Select and test transactions and records to determine the Charter School’s compliance with the state laws and regulations applicable to the following items:

	Procedures Performed
<u>School Districts, County Offices of Education, and Charter Schools</u>	
T. California Clean Energy Jobs Act.....	N/A
U. After/Before School Education and Safety Program.....	Yes
V. Proper Expenditure of Education Protection Account Funds.....	Yes
W. Unduplicated Local Control Funding Formula Pupil Counts.....	Yes
X. Local Control and Accountability Plan.....	Yes
Y. Independent Study - Course Based.....	N/A
Z. Immunizations.....	Yes
AZ. Educator Effectiveness.....	Yes
BZ. Expanded Learning Opportunities Grant (ELO-G).....	Yes
CZ. Career Technical Education Incentive Grant.....	N/A
DZ. In Person Instruction Grant.....	Yes
<u>Charter Schools</u>	
AA. Attendance.....	Yes
BB. Mode of Instruction.....	Yes
CC. Nonclassroom-Based Instruction/Independent Study.....	N/A
DD. Determination of Funding for Nonclassroom-Based Instruction.....	N/A
EE. Annual Instructional Minutes - Classroom Based.....	Yes
FF. Charter School Facility Grant Program.....	N/A

N/A - The Charter School did not offer the program during the current fiscal year or the program applies to a different type of Local Education Agency.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

**Report on Internal Control over State Compliance**

*A deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a state program on a timely basis. *A material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a state program will not be prevented, or detected and corrected, on a timely basis. *A significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a state program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the Auditor’s Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Audit Guide. Accordingly, this report is not suitable for any other purpose.

El Cajon, California  
December 15, 2022

## Auditor's Results, Findings & Recommendations

## Community School for Creative Education

Schedule of Auditor's Results

Year Ended June 30, 2022

### FINANCIAL STATEMENTS

Type of auditor's report issued:	<u>Unmodified</u>	
Internal control over financial reporting:		
One or more material weakness(es) identified?	<u>          </u> Yes	<u>  X  </u> No
One or more significant deficiencies identified that are not considered material weakness(es)?	<u>          </u> Yes	<u>  X  </u> No
Noncompliance material to financial statements noted?	<u>          </u> Yes	<u>  X  </u> No

### STATE PROGRAMS

Type of auditor's report issued on compliance for state programs:	<u>Unmodified</u>	
Internal control over applicable state programs:		
One or more material weakness(es) identified?	<u>          </u> Yes	<u>  X  </u> No
One or more significant deficiencies identified that are not considered material weakness(es)?	<u>          </u> Yes	<u>  X  </u> No
Any audit findings disclosed that are required to be reported in accordance with <i>2021-22 Guide for Annual Audits of California K-12 Local Education Agencies and State Compliance Reporting</i> ?	<u>          </u> Yes	<u>  X  </u> No

## Community School for Creative Education

### Schedule of Findings and Questioned Costs

Year Ended June 30, 2022

Findings represent significant deficiencies, material weaknesses, and/or instances of noncompliance related to the financial statements that are required to be reported in accordance with *Government Auditing Standards*, or the *2021-22 Guide for Annual Audits of California K-12 Local Education Agencies and State Compliance Reporting* (the Audit Guide). Finding codes as identified in the Audit Guide are as follows:

Five Digit Code	AB 3627 Finding Type
10000	Attendance
20000	Inventory of Equipment
30000	Internal Control
40000	State Compliance
42000	Charter School Facilities
43000	Apprenticeship: Related and Supplemental Instruction
50000	Federal Compliance
60000	Miscellaneous
61000	Classroom Teacher Salaries
62000	Local Control Accountability Plan
70000	Instructional Materials
71000	Teacher Misassignments
72000	School Accountability Report Card

**A. Financial Statement Findings**

None

**B. State Award Findings**

None

## Community School for Creative Education

Schedule of Prior Year Audit Findings  
Year Ended June 30, 2022

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<u>Finding/Recommendation</u>	<u>Status</u>	<u>Explanation if Not Implemented</u>
There were no findings in the prior year audit.	N/A	N/A



# Coversheet

## Closing of Heritage Bank Account

<b>Section:</b>	VI. Finance
<b>Item:</b>	C. Closing of Heritage Bank Account
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	Heritage Bank Account Closure Resolution.pdf



**BOARD RESOLUTION FOR ACCOUNT CLOSURE**

**CERTIFIED TRUE COPY OF THE RESOLUTION PASSED AT THE MEETING OF THE BOARD OF DIRECTORS OF Community School for Creative Education, HELD ON December 5, 2022, AT 2111 International Blvd, Oakland, CA 94606.**

The Director of Finance & Operations, Kimberly Palmore, informs to the board that the **current account number ending in 1400 of Heritage Bank** is needs to be closed, due to closure of business activity / inoperative from several months.

**RESOLVED THAT** the consent of the board of directors is hereby accorded to close the current account number ending in 1400 of **Heritage Bank** and money lying in the said account be returned to the company by way of issuance of banker’s cheque or transfer to the other account number ending in 6559 of **Beneficial State Bank**.

**FURTHER RESOLVED THAT** Dr. Ida Oberman, Executive Director, is hereby authorized to sign and submit documents or information and to do all such acts, deeds or things to give effect to the above resolution on behalf of company.

**FURTHER RESOLVED THAT** a copy of this resolution be given to the banker, as may be required under the seal and signature of any of the director of the company.

**CERTIFIED TRUE COPY**

**For** Community School for Creative Education

**Community School for Creative Education Board Chair : Dr. Anastasia Prentiss**

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Executive Director : Dr. Ida Oberman (Bank Signatory)**

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Director of Finance & Operations : Kimberly Palmore**

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# Coversheet

## Review of CSCE Board Job Description

**Section:** VII. Governance  
**Item:** B. Review of CSCE Board Job Description  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:**  
New CSCE Board Governance Board Job Description 11.10.2022.docx.pdf

## **Community School for Creative Education BOARD GOVERNANCE Board Job Description**

***Board members are solely responsible for ensuring the School's policies and operational activities are consistent with and have the highest probability of fulfilling the school's mission.***

***Each member of the Community School Board is individually and collectively responsible for the ethical and legal mandates that govern the School.***

Board members have key responsibilities in the following areas:

### COMMUNITY RELATIONS

- Define goals and metrics for ensuring the School's programs and services appropriately meet the needs of the people it serves.
- Develop and maintain a positive relationship with the ACOE and the community.
- Represent the School at key public or charter functions, and serve as emissaries in the community.

### PERSONNEL

- Recruit new Board members and provide for the continuance of the School through Board succession.
- Oversee the Head of School to ensure proper policies and procedures are established and being followed with regards to all employment issues such as hiring, termination, and evaluation.
- Provide support to the Head of School to ensure that directorial duties may be properly carried out.
- Oversee the development and adoption of necessary personnel policies, including guidelines for hiring and termination, salaries, benefits, and grievance procedures.
- Oversee the development and adoption of policies for volunteer involvement.

## PLANNING

- Uphold and review the School's Mission and Vision.
- Develop short-term and long-range goals for the future of the School.
- Establish and review metrics for fairly evaluating the success of the Head of School performance relative to goals.
- Approve services and programs provided by the School within a methodology that conforms to the School's mission and protects its fiscal responsibilities.
- Evaluate on a regular basis the School's programs and operations to determine how they are performing relative to goal and offer guidance for improving results.
- Review policies and bylaws that govern the School to ensure they are aligned and in compliance.
- Develop policies to ensure smooth operations and continuance of the School.
- Participate in Community School Charter renewal process.

## FINANCE

- Ensure the fiscal accountability and viability of the School.
- Oversee development, approval and review of the School budget.
- Engage in fundraising efforts to ensure that adequate funds are available to support the School's programs and the School's facilities.

## OPERATIONS

- Ensure that the School's administrative systems are adequate.
- Ensure that the Board's operations meet all applicable legal and ethical standards.
- Ensure that the organizational and legal structures are adequate and appropriate.
- Ensure that the School and its Board members meet all applicable legal standards and requirements.

## MINIMAL JOB REQUIREMENTS

1. Attendance of at least 75% of the Board's monthly meetings.
2. A demonstrated interest in the School's educational programs.
3. A commitment to a two-year term.
4. A willingness to represent the School to the community at large.
5. A willingness to serve as a board liaison to at least one committee.
6. A thorough understanding of the public meeting laws governed by the Brown Act.
7. Participation in at least one board development seminar or workshop per year.
8. Participation in one Brown Act workshop per school year.
9. Complete and submit all required paperwork and legal mandates as related to Board membership (form 700, fingerprinting etc) in a timely manner.
10. Consistent use of the Board management tool Board on Track.



## Community School for Creative Education Board Skills & Capacities Matrix 2020-2021

The Nominating Committee looks for the following skills and capacities when considering Board Candidates. It is the Nominating Committee’s expectation that, particularly during CSCE’s startup phase, Board members will, in addition to serving on the Board, and following the recognized first term of ramp up, perform services in their area of expertise as a donation to CSCE.

The Nominating Committee seeks Board members with the following skills and capacities:

	<b>Financial</b>	Both accounting and bigger picture financial management skills
	<b>Real Estate</b>	Facility identification, negotiation, financing and property management
	<b>Fundraising</b>	Cultivating individual donors, building a donor base & cultivating corporate and foundation giving;
	<b>Public relations/marketing</b>	Especially as it relates to fundraising and community building
	<b>Human Resources</b>	Personnel policies, salaries, benefits
	<b>Legal expertise</b>	General law as opposed to educational law
	<b>Curriculum and Instruction</b>	Curriculum and instruction with focus on serving children in urban highly diverse settings blending the wholistic paradigm of Waldorf with direct instruction paradigm of Open Court
	<b>Governance</b>	Previous governance experience (nonprofit or corporate, charter)
	<b>Waldorf</b>	Knowledge of Waldorf curriculum in public and private schools
	<b>Community Organizing and Development</b>	Experience in, commitment to and knowledge of community organizing and community development, with focus on serving the traditionally underserved of language-rich and culturally diverse Oakland

Date Board Approved: May 18, 2017  
Date Board Amended: September 24, 2020

## Community School for Creative Education Governing Board Roster 2020-2021

Name	Board Role	Title	Primary Professional Affiliation
Dr. Anastasia Prentiss	<b>Board Chair</b> Parent	Professor	Holy Names, Oakland
Sarah Tiffany Richardson-Baker	<b>Board Vice-Chair</b> Parent	Deputy Director	Office of the CEO, Community Engagement, Felton Institute
Chris Dailey	<b>Treasurer</b>	VP of Business Operations	Director of Business Operations NoRedink
Martha Candido	Parent	Self Employed & College Student	Self Employed
Betty Ly	Former Parent	Family Advocate	Oakland Head Start
Ida Oberman	Ex Officio	Founder and ED	Community School for Creative Education
Velia Navarro	Former Parent	Office Manager and OCO Leader	Family Advocate, ARISE High School
Patrick Walsh		Founder	Solutions in Education

## Advisory Board Roster 2020-2021

Name	Title	Advisory Affiliation
<b>Linda Darling Hammond</b>	President & CEO	Learning Policy Institute
<b>Jorge Ruiz de Velasco</b>	Deputy Director, John W. Gardner Center for Youth and Their Communities, Stanford University	John W. Gardner Center for Youth and Their Communities, Stanford University
<b>Nick Driver</b>	VP of Strategic Development	Clearthinking
<b>Kent McGuire</b>	Education Program Director	Hewlett Foundation
<b>Ahmed Rahim</b>	Co-Founder and CEO	NUMI Foundation
<b>Maria Petty</b>	Founder	Agora
<b>Chip Romer</b>	Executive Director and Founder	Credo High School
<b>Jost Schieren</b>	Dean of School of Education & Professor	Alanus University, Aachen, Germany
<b>Nancy Sullivan</b>	Chief of Operations Emerita	California School Information Services (CSIS)
<b>Dirk Tillotson</b>	Founder and ED	Great School Choices
<b>Kokomon Clotney</b>	CFO and Co-Founder	Attitudinal Healing Connection
<b>Wendi Williams</b>	Dean School of Education and Professor	Mills College School of Education
<b>Pedro Nava</b>	Professor, Leadership, School of Education, Mills College	Mills College School of Education,
<b>Christoph Wiechert</b>	Director Emeritus	Pedagogical Section, Goetheanum Goetheanum, Switzerland
<b>Peter Hanley</b>	Governing Board Member at San Mateo Union High School District, CA,	Independent

<b>Name</b>	<b>Title</b>	<b>Advisory Affiliation</b>
<b>Abe Doctolero</b>	Associate Superintendent Emeritus; Founding CSCE Board Chair 2008-2010; Returning CSCE Board Member, 2018-2019	Pittsburgh Unified School District (emeritus)
<b>Milbrey McLaughlin</b>	Stanford University	Stanford School of Education
<b>Bernd Ruf</b>	Parzival Schule; Freunde Der Erziehungskunst	CEO & Founder Freunde der Erziehungskunst Karlsruhe, Germany
<b>Betty Staley</b>	Co-Founder Rudolf Steiner College, Author and Emerita Global Waldorf Educator	Rudolf Steiner College (emerita)
<b>Dr Wilfried Sommer</b>	Kassel Lehrerseminar	Professor
<b>Henning Kullak-Ublick</b>	International Project Director Waldorf100, Member, Freunde der Erziehungskunst	Executive Director Association of Waldorf Schools; Board Member Friends of Waldorf Education
<b>Nana Goebel</b>	Managing Director and Co-Founder	Friends of Waldorf Education
<b>Helen Lubin</b>	Founder and Director of the Center for Speech and Drama of North America	Center for Speech and Drama of North America
<b>Reinaldo Nascimento</b>	Social Therapist Monte Azul	Monte Azul Sao Palo Brazil
<b>Jens Heisterkamp</b>	Editor in Chief	Info3
<b>Wilfried Sommer</b>	Professor	Institute fuer Fachdidaktik and er Alanus Hochschule; Lerhereseminar fuer Waldorfpaedagogik Kassel
<b>Liz Beaven</b>	Rudolf Steiner College President (emerita)	Rudolf Steiner College Fair Oaks, CA
<b>Mary Goral</b>	Founder	Transformational Teaching 2517 Country Club Rd, Nashville IN 47448
<b>Anna Rainville</b>	Waldorf Educator	14275 Saratoga Ave, Saratoga, CA 95070
<b>Dana Wellhausen</b>	Senior Director of Strategic Operations	Rogers Family Foundation 10 Clay Street Suite 200, Oakland, CA 94607

# Coversheet

## Suicide Prevention Policy

<b>Section:</b>	VII. Governance
<b>Item:</b>	F. Suicide Prevention Policy
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	CSCE Suicide Prevention Policy 22-23.pdf



## **SUICIDE PROVENTION POLICY**

Community School for Creative Education (“CSCE” or the “Charter School”) recognizes that suicide is a major cause of death among youth and should be taken seriously. In an effort to reduce suicidal behavior and its impact on students and families, the CSCE has developed prevention strategies and intervention procedures.

In compliance with Education Code section 215, this policy has been developed in consultation with the Charter School and community stakeholders, school employed mental health professionals, administrators, other school staff members, and the county mental health plan in planning, implementing, and evaluating the Charter School’s strategies for suicide prevention and intervention. The Charter School must work in conjunction with local government agencies, community-based organizations, and other community supports to identify additional resources.

The purpose of this policy is to protect the health and well-being of all of our students by having procedures in place to prevent, assess the risk of, intervene in, and respond to youth suicidal behavior. Protecting the health and well-being of all students is of utmost importance to our school and is in line with school mandates for all professionals and individuals working with youth. Because it is impossible to predict when a crisis will occur, preparedness is necessary for every school. Youth suicide is preventable, and parents, educators and schools are key to prevention. Preventing suicide depends not only on suicide prevention policies, but also on a holistic approach that promotes healthy lifestyles, families, and communities. Thus, this policy is intended to be paired with other policies and efforts that support the emotional and behavioral well-being of youth.

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, the CSCE shall appoint an individual (or team) to serve as the suicide prevention point of contact for the Charter School. The suicide prevention point of contact and the Head of School shall ensure proper coordination and consultation with the county mental health plan if a referral is made for mental health or related services on behalf of a student who is a Medi-Cal beneficiary. This policy shall be reviewed and revised as indicated, at least annually in conjunction with the previously mentioned community stakeholders.

### **Staff Development**

The Charter School along with its partners has carefully reviewed available staff training to ensure it promotes the mental health model of suicide prevention. Training shall be provided for



all school staff members shall include the following:

1. All suicide prevention trainings shall be offered under the direction of mental health professionals (e.g., school counselors, school psychologists, other public entity professionals, such as psychologists or social workers) who have received advanced training specific to suicide. Staff training may be adjusted year-to-year based on previous professional development activities and emerging best practices.
2. At least annually, all staff shall receive training on the risk factors and warning signs of suicide, suicide prevention, intervention, referral, and postvention.
3. At a minimum, all staff shall participate in training on the core components of suicide prevention (identification of suicide risk factors and warning signs, prevention, intervention, referral, and postvention) at the beginning of their employment or annually.

Core components of the general suicide prevention training shall include:

- a. Suicide risk factors, warning signs, and protective factors;
- b. How to talk with a student about thoughts of suicide;
- c. How to respond appropriately to the youth who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and an immediate referral for a suicide risk assessment;
- d. Emphasis on immediately referring (same day) any student who is identified to be at risk of suicide for assessment while staying under constant monitoring by staff member;
- e. Emphasis on reducing the stigma associated with mental illness and that early prevention and intervention can drastically reduce the risk of suicide;
- f. Reviewing the data annually to look for any patterns or trends of the prevalence or occurrence of suicide ideation, attempts, or death. Data from the California School Climate, Health, and Learning Survey (Cal-SCHLS) should also be analyzed to identify school climate deficits and drive program development. See the Cal-SCHLS Web site at <http://cal-schls.wested.org/>.
- g. Information regarding groups of students judged by the school, and available research, to be at elevated risk for suicide. These groups include, but are not limited to, the following:
  - i. Youth affected by suicide;
  - ii. Youth with a history of suicide ideation or attempts;
  - iii. Youth with disabilities, mental illness, or substance abuse disorders;
  - iv. Lesbian, gay, bisexual, transgender, or questioning youth;
  - v. Youth experiencing homelessness or in out-of-home settings, such as foster care;
  - vi. Youth who have suffered traumatic experiences;

4. In addition to initial orientations to the core components of suicide prevention, ongoing annual staff professional development for all staff may include the following components:
  - a. The impact of traumatic stress on emotional and mental health;
  - b. Common misconceptions about suicide;
  - c. Charter School and community suicide prevention resources;
  - d. Appropriate messaging about suicide (correct terminology, safe messaging guidelines);
  - e. The factors associated with suicide (risk factors, warning signs, protective factors);
  - f. How to identify youth who may be at risk of suicide;
  - g. Appropriate ways to interact with a youth who is demonstrating emotional distress or is suicidal. Specifically, how to talk with a student about their thoughts of suicide and (based on the Charter School guidelines) how to respond to such thinking; how to talk with a student about thoughts of suicide and appropriately respond and provide support based on the Charter School guidelines;
  - h. Charter School approved procedures for responding to suicide risk (including multi-tiered systems of support and referrals). Such procedures should emphasize that the suicidal student should be constantly supervised until a suicide risk assessment is completed;
  - i. Charter School approved procedures for responding to the aftermath of suicidal behavior (suicidal behavior postvention);
  - j. Responding after a suicide occurs (suicide postvention);
  - k. Resources regarding youth suicide prevention;
  - l. Emphasis on stigma reduction and the fact that early prevention and intervention can drastically reduce the risk of suicide;
  - m. Emphasis that any student who is identified to be at risk of suicide is to be immediately referred (same day) for assessment while being constantly monitored by a staff member.

### **Employee Qualifications and Scope of Services**

Employees of CSCE must act only within the authorization and scope of their credential or license. While it is expected that school professionals are able to identify suicide risk factors and warning signs and to prevent the immediate risk of suicidal behavior, treatment of suicidal ideation is typically beyond the scope of services offered in the school setting. In

addition, treatment of the mental health challenges often associated with suicidal thinking typically requires mental health resources beyond what schools are able to provide.

### **Parents, Guardians, and Caregivers Participation and Education**

1. Parents/guardians/caregivers may be included in suicide prevention efforts. At a minimum, the Charter Schools shall share this Policy with parents/guardians/caregivers by notifying them where a complete copy of the policy is available.
2. This Suicide Prevention Policy shall be easily accessible and prominently displayed on the Charter School's Web page and included in the parent handbook.
3. Parents/guardians/caregivers should be invited to provide input on the development and implementation of this policy.
4. All parents/guardians/caregivers may have access to suicide prevention training that addresses the following:
  - a. Suicide risk factors, warning signs, and protective factors;
  - b. How to talk with a student about thoughts of suicide;
  - c. How to respond appropriately to the student who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and referral for an immediate suicide risk assessment.

### **Student Participation and Education**

The Charter School's instructional and student support program shall promote the healthy mental, emotional, and social development of students including, but not limited to, the development of problem-solving skills, coping skills, and resilience.

The Charter School's instructional curriculum may include information about suicide prevention, as appropriate or needed. If suicide prevention is included in the Charter School's instructional curriculum, it shall consider the grade level and age of the students and be delivered and discussed in a manner that is sensitive to the needs of young students. Under the supervision of an appropriately trained individual acting within the scope of the individual's credential or license, students shall:

1. Receive developmentally appropriate, student-centered education about the warning signs of mental health challenges and emotional distress which may include:
  - a. Coping strategies for dealing with stress and trauma.;
  - b. How to recognize behaviors (warning signs) and life issues (risk factors) associated with suicide and mental health issues in oneself and others.;

- c. Help-seeking strategies for oneself and others, including how to engage school-based and community resources and refer peers for help.;
  - d. Emphasis on reducing the stigma associated with mental illness and the fact that early prevention and intervention can drastically reduce the risk of suicide.
2. Receive developmentally appropriate guidance regarding the Charter School's suicide prevention, intervention, and referral procedures.

Student-focused suicide prevention education can be incorporated into curricula (e.g., health classes, science classes, and physical education).

The Charter School will support the creation and implementation of programs that raise awareness about mental wellness and suicide prevention (e.g., Mental Health Awareness Week).

### **Intervention and Emergency Procedures**

The Charter School designates the following staff members to act as the primary and secondary suicide prevention liaisons:

1. School Psychologist/ERMHS Clinician
2. Head of School

Whenever a staff member suspects or has knowledge of a student's suicidal intentions, they shall promptly notify the primary designated suicide prevention liaison. If this primary suicide prevention liaison is unavailable, the staff shall promptly notify the secondary suicide prevention liaison.

The suicide prevention liaison shall immediately notify the Head of School or designee, who shall then notify the student's parent/guardian as soon as possible if appropriate and in the best interest of the student. Determination of notification to parents/guardians/caregivers should follow a formal initial assessment to ensure that the student is not endangered by parental notification.

The suicide prevention liaison shall also refer the student to mental health resources in the community.

When a student is in imminent danger (has access to a gun, is on a rooftop, or in other unsafe conditions), a call shall be made to 911.

When a suicide attempt or threat is reported, the suicide prevention liaison shall, at a minimum:

1. Ensure the student's physical safety by one or more of the following, as appropriate:
  - a. Eliciting immediate medical treatment if a suicide attempt has occurred;
  - b. Eliciting law enforcement and/or other emergency assistance if a suicidal act is being actively threatened;
  - c. Ensuring that the student is under continuous adult supervision until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene.
  - d. Remaining calm, keeping in mind the student is overwhelmed, confused, and emotionally distressed;
  - e. Moving all other students out of the immediate area if applicable;
  - f. Providing comfort to the student, listening and allowing the student to talk and being comfortable with moments of silence;
  - g. Promising privacy and help, but not promising confidentiality.
2. Document the incident in writing as soon as feasible.
3. Follow up with the parent/guardian and student in a timely manner to provide referrals to appropriate services as needed and coordinate and consult with the county mental health plan if a referral is made for mental health or related services on behalf of a student who is a Medi-Cal beneficiary.
4. After a referral is made, the Charter School shall verify with the parent/guardian that the follow-up treatment has been accessed. Parents/guardians will be required to provide documentation of care for the student. If parents/guardians refuse or neglect to access treatment for a student who has been identified to be at risk for suicide or in emotional distress, the suicide prevention liaisons shall meet with the parent to identify barriers to treatment (e.g., cultural stigma, financial issues) and work to rectify the situation and build an understanding of care. If follow up care is still not provided, the Charter School may contact Child Protective Services.
5. Provide access to counselors or other appropriate personnel to listen to and support students and staff who are directly or indirectly involved with the incident at the Charter School.
6. Provide an opportunity for all who respond to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.

In the event a suicide occurs or is attempted at a school sponsored activity, the suicide prevention liaison shall follow the crisis intervention procedures contained in the Charter School's Comprehensive Safety plan. After consultation with the Head of School or designee and the student's

parent/guardian about facts that may be divulged in accordance with the laws governing confidentiality of student record information, the Head of School or designee may provide students, parents/guardians, and staff with information, counseling, and/or referrals to community agencies as needed. Charter School staff may receive assistance from counselors or other mental health professionals in determining how best to discuss the suicide or attempted suicide with students.

In the event a suicide occurs or is attempted unrelated to school activities, the Head of School or designee shall take the following steps to support the student:

1. Contact the parent/guardian and offer support to the family.
2. Discuss with the family how they would like the Charter School to respond to the attempt while minimizing widespread rumors among teachers, staff, and students.
3. Obtain permission from the parent/guardian to share information to ensure the facts regarding the crisis are correct.
4. The suicide prevention liaisons shall handle any media requests.
5. Provide care and determine appropriate support to affected students.
6. Offer to the student and parent/guardian steps for re-integration to school. Re-integration may include obtaining a written release from the parent/guardian to speak with any health care providers; conferring with the student and parent/guardian about any specific requests on how to handle the situation; informing the student's teachers about possible days of absences; allowing accommodations for makeup work (being understanding that missed assignments may add stress to the student); appropriate staff maintaining ongoing contact with the student to monitor the student's actions and mood; and working with the parent/guardian to involve the student in an aftercare plan.

### **Supporting Students during or after a Mental Health Crisis**

Students shall be encouraged to notify a teacher, the Head of School, another school administrator, psychologist, counselor, suicide prevention liaisons, or other adults when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions. Staff should treat each report seriously, calmly, and with active listening and support. Staff should be non-judgmental to students and discuss with the student, and parent/guardian, about additional resources to support the student.

### **Responding After a Suicide Death (Postvention)**

A death by suicide in the school community (whether by a student or staff member) can have devastating consequences on the school community, including students and staff. The Charter School shall follow the below action plan for responding to a suicide death, which incorporates both immediate and long-term steps and objectives:

The suicide prevention liaison shall:

1. Coordinate with the Head of School to:
  - a. Confirm death and cause;
  - b. Identify a staff member to contact the deceased's family (within 24 hours);
  - c. Notify all staff members (ideally in-person or via phone, not via e-mail or mass notification).
2. Coordinate an all-staff meeting, to include:
  - a. Notification (if not already conducted) to staff about suicide death;
  - b. Emotional support and resources available to staff;
  - c. Notification to students about suicide death and the availability of support services (if this is the protocol that is decided by administration);
  - d. Share information that is relevant and that which you have permission to disclose.
3. Prepare staff to respond to the needs of students regarding the following:
  - a. Review of protocols for referring students for support/assessment;
  - b. Talking points for staff to notify students;
  - c. Resources available to students
4. Identify students significantly affected by suicide death and other students at risk of imitative behavior;
5. Identify students affected by suicide death but not at risk of imitative behavior;
6. Communicate with the larger school community about suicide death;
7. Consider funeral arrangements for family and school community;
8. Respond to memorial requests in a respectful and non-harmful manner; responses should be handled in a thoughtful way and their impact on other students should be considered;
9. Identify a media spokesperson if needed.
10. Include long-term suicide postvention responses:
  - a. Consider important dates (i.e., anniversary of death, deceased birthday, graduation, or other significant events) and how these will be addressed
  - b. Support siblings, close friends, teachers, and/or students of deceased
  - c. Consider long-term memorials and how they may impact students who are emotionally vulnerable and at risk of suicide



## **Student Identification Cards**

Charter School will include the telephone number for the National Suicide Prevention Lifeline (1-800-273-8255) and the National Domestic Violence Hotline (1-800-799-7233) on all student identification cards. The Charter School will also include the number for the Crisis Text Line, which can be accessed by texting HOME to 741741 and a local suicide prevention hotline on all student identification cards.