

Monitoring Goals, Actions, and Resources for the 2023-24 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2023-24 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Community School for Creative Education	Phillip Gedeon Head of School	headofschool@communityschoolforcreativeeducation.org 510-686-4131

Goal 1

Goal Description
Increase student achievement for all students

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
SBAC ELA All Students	-41.9 DfS 2018-19	-26.9 DFfS 2021-22		Mid-year assessment evaluation in process.	-6.9 DfS
SBAC ELA African American	--31.2 DfS 2018-19	-16.2 DfS 2021-22		Mid-year assessment evaluation in process.	-6.2 DfS
SBAC ELA English Learners	-54.8 DfS 2018-19	-34.8 DfS 2021-22		Mid-year assessment evaluation in process.	-14.8 DfS
SBAC ELA Latino	-58.3 DfS 2018-19	-38.3 DfS 2021-22		Mid-year assessment evaluation in process.	-8.3 DfS
SBAC ELA Socioeconomically Disadvantaged	-42.2 DfS 2018-19	-27.2 DfS 2021-22		Mid-year assessment evaluation in process.	-7.2 DfS

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
SBAC ELA Students with Disabilities	-53.9 Dfs 2018-19	-27.2 DfS 2021-22		Mid-year assessment evaluation in process.	-13.9 DfS
SBAC Math All Students	-63.6 DFS 2018-19	-48.6 DfS 2021-22		Mid-year assessment evaluation in process.	-25.0 DfS
SBAC Math African American	-55.3 DfS 2018-19	-40.3 DfS 2021-22		Mid-year assessment evaluation in process.	-22.3 DfS
SBAC Math English Learners	-71.1 DfS 2018-19	-51.1 DfS 2021-22		Mid-year assessment evaluation in process.	-25.0 DfS
SBAC Math Latino	-82.0 DfS 2018-19	-62.0 DfS 2021-22		Mid-year assessment evaluation in process.	-32.0 DfS
SBAC Math Socioeconomically Disadvantaged	-65.9 DfS 2018-19	-50.9 DfS 2021-22		Mid-year assessment evaluation in process.	-25.0 DfS
SBAC Math Students with Disabilities	-66.9 DfS 2018-19	-51.9 DfS 2021-22		Mid-year assessment evaluation in process.	-25.0 DfS
Suspension All Students	4.7% 2018-19	3.7% 2021-22		Current projects show that we are on target to reach or exceed our desired outcome.	3.1%
Suspension African American	7.0% 2018-19	4.0% 2021-22		Current projects show that we are on target to reach or exceed our desired outcome.	2.7%
Suspension Asian	0.0 2018-19	0.5% 2021-22		Current projects show that we are on target to reach or exceed our desired outcome.	0.5%
Suspension Latino	3.4% 2018-19	3.1% 2021-22		Current projects show that we are on target to reach or exceed our desired outcome.	2.5%
Suspension Two or More Races	17.4% 2018-19	6.0% 2021-22		Current projects show that we are on target to reach or exceed our desired outcome.	2.7%
Suspension Socioeconomically Disadvantaged	5.4% 2018-19	4.4% 2021-22		Current projects show that we are on target to reach or exceed our desired outcome.	3.1%
Suspension Students with Disabilities	23.8% 2018-19	6.0% 2021-22		Current projects show that we are on target to reach	2.5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
				or exceed our desired outcome.	
Chronic Absenteeism All Students	23.2% 2018-19	17.2% 2021-22		Current projects show that our chronic absenteeism for all students will be greater than our desired outcome.	11.2%
Chronic Absenteeism African American	37.3% 2018-19	20.0% 2021-22		Current projects show that our chronic absenteeism for this demographic will be greater than our desired outcome.	11.0%
Chronic Absenteeism Asian	7.7% 2018-19	7.2% 2021-22		Current projects show that we are on target to reach or exceed our desired outcome.	6.2%
Chronic Absenteeism English Learners	14.6% 2018-19	11.6% 2021-22		Current projects show that our chronic absenteeism for this demographic will be greater than our desired outcome.	9.4%
Chronic Absenteeism Latino	20.2% 2018-19	14.2% 2021-22		Current projects show that our chronic absenteeism for this demographic will be greater than our desired outcome.	9.5%
Chronic Absenteeism Two or More Races	33.3% 2018-19	20.0% 2021-22		Current projects show that we are on target to reach or exceed our desired outcome.	11.0%
Chronic Absenteeism Socioeconomically Disadvantaged	25.6% 2018-19	19.6% 2021-22		Current projects show that our chronic absenteeism for this demographic will be greater than our desired outcome.	13.6%
Students with Disabilities	24.4% 2018-19	18.4% 2021-22		Current projects show that our chronic absenteeism for this demographic will be greater than our desired outcome.	12.4%
Suspensions English Learners	3.9%	3.6% 2021-22		Current projects show that our chronic absenteeism for this demographic will	3.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
				be greater than our desired outcome.	

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Total Funds Budgeted	Mid-Year Expenditures
1.1	<p>CORE</p> <p>Action 1.1: Implement Guided Reading Groups to meet students' individual needs as identified by reading assessments: Fountas & Pinnell, ELPAC, NWEA MAP, SBAC (1.1, 1.2, 1.4)</p> <p>a. All classroom teachers do Reading Workshop and Writing Workshop models review, grade-level and vertical team planning; teachers not yet CLEARed receive regular session with in-house BTSA coach; all teachers receive choice every trimester to model lesson, observe a lesson or be observed; all receive trimester support in planning upcoming block, and support implementation year round through walk-throughs from Head of School and Assistant Head of School and other members of the Instructional Leadership Team (ILT), and/or at regular intervals joined by Instruction Partners and Waldorf Coaches using the CSCE Classroom Observation Tool and Planning Tool Use designed in collaboration with Instruction Partners 2023-2024. The Instruction Partners Coach will support throughout the year both classroom walk throughs and block design.</p> <p>b. Administer assessments for identified students every four weeks for those below grade level in reading, and for all every eight weeks to track and regroup students according to their progress.</p> <p>C.Continue to strengthen and test Waldorf inspired integrated MTSS plan (M-RTI and PBIS/Restorative Justice) to identify and support students who are not making progress and accelerate reading instruction accordingly.</p> <p>c. Increase teacher collaboration time to review data and plan individualized instruction through dedicated time every Wednesday joined with planned review of data</p>	Yes	\$904,290.24	\$443,334

Goal # Action #	Action Title and Description	Contributing	Total Funds Budgeted	Mid-Year Expenditures
	after every testing window during Wednesday collaboration.			
1.2	<p>Actions for English Learners and Other Groups not at grade level</p> <p>Action 1.2. Provide a comprehensive summer program to accelerate students below proficient</p> <p>a. Offer 4-week Summer Learning Lab from June 5, 2022 - June 29, 2023;</p> <p>b. Utilize student performance pre- and post-standardized assessment</p> <p>c. Use ELPAC Scores and disaggregated Fountas and Pinnell and NWEA scores to individualize ELD instruction</p>	Yes	\$35,000.00	\$0
1.3	<p>CORE</p> <p>Action 1.3: Maintain accurate data</p> <p>a. Purchase student data and demographic warehouse platform.</p> <p>b. Provide training administration and front office on data entry, required Ed Code training and all civil rights requirements.</p> <p>b. Train teachers to conduct data entry, required Ed Code and all civil rights requirements;</p>	Yes	\$11,196.33	\$9,559
1.4	CURRICULUM DESIGN AND PLANNING	Yes	\$216,750.00	\$133,784

Goal # Action #	Action Title and Description	Contributing	Total Funds Budgeted	Mid-Year Expenditures
	<p>1.4: Continue to strengthen alignment to Common Core ELA & Math, English Language Development Standards and Next Generation science Standards (NGSS)</p> <p>a. Braid Waldorf methods with ELA EL-Education Units to build teacher-refined Waldorf-ELA EI-Education whole child focused intercultural ELA units;</p> <p>b. Braid Waldorf methods with Eureka Math (TK-5) and CPM Math (6-8) to build teacher-refined Waldorf whole-child focused culture-sustaining intercultural Math units;</p> <p>c. Braid Waldorf methods with FOSS Kits and Calculus Roundtable Lessons Units to build teacher-refined Waldorf- Science whole child focused culture-sustaining intercultural units;</p> <p>d. Support instructional coaching sessions through Instruction Partners and Waldorf Coach Team to assist staff in detailing and implementing of Waldorf inspired EI-Education v2 blocks and aligned Math, Science and Social Studies blocks that are culture-sustaining and developmentally appropriate engaging head heart and hand 2022-2023.</p>			
1.5	<p>PROFESSIONAL DEVELOPMENT AND COLLABORATION</p> <p>Action 1.5: Teachers are given a curriculum framework for the Common Core Standards, as well as the Next Generation Science Standards. The framework will help teachers to have a better understanding of the curriculum and standards for their specific grade level.</p> <p>a. Teachers have created Waldorf-inspired CCSS curricular blocks that have integrated and aligned ELA and the NGSS or the Social Studies State Standards. Teachers will also be refining these blocks to enhance learning.</p> <p>b. Throughout the year teachers will meet with in-house Assistant Head of School, other members of Instructional</p>	Yes	\$10,000.00	\$10,000

Goal # Action #	Action Title and Description	Contributing	Total Funds Budgeted	Mid-Year Expenditures
	Leadership Team, Instruction Partners Coach and Waldorf Coach Team.			
1.6	Staffing: Credentialed (Administration & Instructional) Salaries and benefits for the following credentialed staff members: <ul style="list-style-type: none"> • Head of School • Dean of Student Culture • SPED Program Leadership • 2 SPED Teachers • 1 ERMHS Clinicians • 1 Counselor • Behavioral Intervention Specialist • Speech & Language Pathologist 	Yes	\$1,032,683.04	\$882,416
1.7	Staffing: Classified Salaries and benefits for the following classified staff members: <ul style="list-style-type: none"> • HR/Finance Staff • Office Manager • Multilingual Learners Intervention Specialist • Instructional Assistants • Behavioral Aides • Technology Coordinator • Food Service / Office Clerk • ELOP Coordinator • Development Manager3 	Yes	\$979,464.01	\$322,574

Goal 2

Goal Description

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

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Chronic Absenteeism All Students	23.2% 2018-19	17.2% 2021-22		Current projects show that our chronic absenteeism for all students will be greater than our desired outcome.	9.5%
Chronic Absenteeism African American	37.3% 2018-19	20.0% 2021-22		Current projects show that our chronic absenteeism for this demographic will be greater than our desired outcome.	9.3%
Chronic Absenteeism Asian	7.7% 2018-19	7.2% 2021-22		Current projects show that we are on target to reach or exceed our desired outcome.	5.7%
Chronic Absenteeism English Learners	14.6% 2018-19	11.6% 2021-22		Current projects show that our chronic absenteeism for this demographic will be greater than our desired outcome.	8.9%
Chronic Absenteeism Latino	20.2% 2018-19	14.2% 2021-22		Current projects show that our chronic absenteeism for this demographic will be greater than our desired outcome.	9.0%
Chronic Absenteeism Two or More Races	33.3% 2018-19	20.0% 2021-22		Current projects show that we are on target to reach or exceed our desired outcome.	9.3%
Socioeconomically Disadvantaged	25.6% 2018-19	19.6% 2021-22		Current projects show that our chronic absenteeism for this demographic will be greater than our desired outcome.	10.6%
Students with Disabilities	24.4% 2018-19	18.4% 2021-22		Current projects show that our chronic absenteeism for this demographic will be greater than our desired outcome.	10.7%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Total Funds Budgeted	Mid-Year Expenditures
2.1	<p>School Community Connectedness CORE OR SUPPLEMENTAL Action 2.1:</p> <p>Maintain CSCE Attendance Policy Increase attendance to achieve 93% 2023-2024</p>	No		
2.2	<p>School Community Connecteness CORE or Supplemental Action 2.2:</p> <p>Continue to work in partnership with Faith in Action East Bay (“FIAEB”) formerly Oakland Community Organizations, and Families in Action for Quality Schools, to build strong parent leadership and powerful volunteer culture in the school and community. Use surveys throughout the school year to determine effectiveness.</p>	No		
2.3	<p>SCHOOL COMMUNITY CONNECTEDNESS CORE OR SUPPLEMENTAL Action 2.3:</p> <p>Work in partnership with Families in Action for Quality Schools and FIAEB to build strong parent engagement employing leadership summits and trainings, one to ones, sign-in sheets, surveys, press releases and publications.</p>	No Yes	\$2,520.00	\$2000
2.4	<p>SCHOOL COMMUNITY CONNECTEDNESS CORE OR SUPPLEMENTAL Action 2.4:</p>	No Yes		

Goal # Action #	Action Title and Description	Contributing	Total Funds Budgeted	Mid-Year Expenditures
	<p>a. Implement, align to CSCE core Waldorf strategies and support school-wide Waldorf-Inspired MBSS (M-RTI-PBIS/Restorative Justice) behavior plan and linked culture-sustaining positive behavioral processes and intervention to meet the needs of students in danger of suspension;</p> <p>b. Measure progress through chronic absenteeism rates and CORE student surveys.</p>			
2.5	<p>SCHOOL COMMUNITY CONNECTEDNESS Action 2.5</p> <p>a. Continue to support food safety and food dignity through Alameda County Food Bank Partnership for CSCE Mobile Food Pantry</p>	No	\$20,000.00	\$7,800
2.6	<p>CORE Action 2.6 Utilize, strengthen and continue to document Waldorf strategies -</p> <p>a. Morning Whole School and Classroom Circle/Advisory b. Storytelling drawing from stories shared by families in Parents Families in Action gatherings around year round Stories & Festival Design c. Main Lesson Book Design</p> <p>Utilize MTSS Pyramid Data Analysis to track student, and sub group growth.</p>	Yes	\$27,000.00	\$17,850
2.7	<p>INTERVENTION Action 2.7</p>	Yes		

Goal # Action #	Action Title and Description	Contributing	Total Funds Budgeted	Mid-Year Expenditures
	a. Utilize MTSS Pyramid Data Analysis to track student, and sub group growth.			

Goal 3

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

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Goal 3.1 Count of highly qualified Teachers	100% 2020-21	100% 2021-22		On track to achieve desired outcome.	100%
Goal 3.4 Norcal Cleaning Check Register Inventory	100% 2020-21	100% 2021-22		On track to achieve desired outcome.	100%
Goal 3.3 2022-23 Williams Act Monitoring Process	NA	High Ranking		High ranking achieved for 23-24.	High Ranking
Goal 3.2 2022-22 Instruction Partners CSCE Walk Through Tool - Focus Student Engagement	Rating of 2.5 on Instruction Partners CSCE Walk Through Observation Rubric Tool Focus Student Engagement - Scale 1-5	Rating of 3.5 on Instruction Partners CSCE Walk Through Observation Rubric Tool Focus Student Engagement - Scale 1-5		On track to achieve desired outcome.	Rating of 4.5 on Instruction Partners CSCE Walk Through Observation Rubric Tool Focus Student Engagement - Scale 1-5

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Total Funds Budgeted	Mid-Year Expenditures
3.1	<p>TEACHING and LEARNING CORE OR SUPPLEMENTAL Action 3.1</p> <p>Students receive instruction from teachers with appropriate State certification and licensure (following ESSA).</p>	No		
3.2	<p>Teaching and Learning Action 3.2</p> <p>Through process of regular LCAP review, school will strengthen plan how to best support the academic needs of all students, with intensity for Economically Disadvantaged students English Learners, (see Goal 1), and monitor on a regular basis.</p>	Yes		
3.3	<p>CORE</p> <p>Action 3.3:</p> <p>Students receive required instructional materials.</p>	Yes	\$14,020.00	\$14,020
3.4	<p>Facilities Action 3.4</p> <p>Facilities are clean, safe, and well-maintained (Williams Act).</p>	No	\$129,600.00	\$75,600

Goal # Action #	Action Title and Description	Contributing	Total Funds Budgeted	Mid-Year Expenditures

Goal 4

Goal Description

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Total Funds Budgeted	Mid-Year Expenditures

Goal 5

Goal Description

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Total Funds Budgeted	Mid-Year Expenditures