



# Summary of Findings Report: Community School for Creative Education Charter Renewal

**January 8, 2021**

## Executive Summary

The Alameda County Office of Education's Research, Assessment, and Accountability Partnerships (RAAP) team and District Advisory Services (DAS) team has conducted a review of Community School for Creative Education's (CSCE's) request for renewal. The ACOE Charter School Review Team was composed of the following staff members: Shannon O'Brien, Amanda Bennett, Natasha Y. Cotar, Yosaira Espinoza, Scott Figgins, Juwen Lam, Dr. Candi Clark, Charles Faulkner, Shirene Moreira, and Terah Studges-Owens.

The ACOE Charter School Review Team conducted a thorough review and analysis of the educational, operational, and financial information contained in the charter renewal. Pursuant to Education Codes 47607 and 47607.2, the ACOE Charter School Review Team used a three-criteria system to evaluate CSCE's renewal petition. The evaluation consisted of an analysis of CSCE's performance, a review of the elements of a reasonably comprehensive petition, and a fiscal review and analysis of CSCE's ability to serve all students.

## Renewal Criteria

A charter school approaching the end of its current charter term must have demonstrated that it is eligible for a renewal of its charter by meeting specific renewal

criteria outlined in the Charter Schools Act. The renewal criteria prescribed in Education Codes 47607 and 47607.2 require a three-criteria system for most charter schools seeking renewal, including additional criteria and conditions for evaluating the soundness of a school's educational program depending on the school's renewal performance category. As outlined in the [Policies and Procedures for Alameda County Authorized Charter Schools: Charter Petition Renewal Process](#), CSCE was reviewed under the three criteria listed below.

## Criterion 1

The first criterion considered in reviewing a renewal petition requires an analysis of the following:

- Is the charter school performing at a low, middle, or high level (Ed. Code 47607(c), 47607.2(a), and 47607.2(b).)?
- Has the charter school attained measurable increases in academic achievement schoolwide and for numerically significant student groups served by the charter school?
- Does the charter school have strong postsecondary outcomes, if applicable?

## Criterion 2

The second criterion considered in reviewing a renewal petition requires an analysis of the following:

- Whether the petition includes a sound educational program;
- Whether the petition contains a reasonably comprehensive description of the 19 elements required for petitions (20 for countywide charter schools);
- Whether the charter school is likely to successfully implement the program set forth in the petition. Education Code 47607(b) provides that renewals are governed by the standards and criteria described in Ed. Code 47605, as applicable to initial petitions.

In order for a charter school's renewal petition to be approved, the petition must include reasonably comprehensive descriptions of the following elements:

1. Overview of Educational Program
2. Locally-Defined Pupil Outcomes
3. State Priority Area Goals and Actions
4. Special Education
5. Governance Structure
6. Employee Qualifications
7. School Safety
8. Racial Balance
9. Admissions Policy
10. Financial Audits
11. Suspension and Expulsion Procedures
12. Staff Retirement System
13. Attendance Alternatives
14. Post-Employment Rights of Employees
15. Dispute Resolution Process
16. Closure Procedures
17. Administrative Items
18. Facilities
19. Financial/Operational Plan
20. Charter School Facilities (countywide benefit charter petitions only)

### Criterion 3

The third criterion considered in reviewing a renewal petition requires an analysis of the following:

- Is the charter school serving all students who wish to attend?
- Does the charter school have substantial fiscal or governance issues (Ed. Code 47607(e))?

## Renewal Process

The ACOE Charter School Review Team has conducted a thorough review and analysis of the educational, operational, and financial information contained in the charter renewal petition of the charter. The review process also included a virtual site visit, fiscal review, and capacity interview, which provided opportunities to ask clarifying questions and to engage in interactive, real-time conversations with charter school

leaders and design team members in order to assess the progress of the school.

## Documentation

On November 5, 2020, the Alameda County Office of Education (ACOE) received a charter renewal petition from Community School for Creative Education (CSCE). The documentation provided by CSCE for this renewal included:

- Cover Letter/Certification of Complete Charter Petition
- Renewal Request
- Renewal Narrative
- Final, Revised Charter Petition
- Redlined Charter Petition (showing changes made to previously approved charter petition)
- Signed Certification of Affirmations
- Financial Documents, including:
  - Local Control Funding Formula Calculator
  - Budget Assumptions (FTE and MYP)
  - Annual Cash Flow, 2021-2025
  - Cash Flow, 2020 Q1
- Facilities Use Agreement with Oakland Unified School District
- Articles of Incorporation
- Evaluation Matrix
- School Performance Data
- Charter Renewal Performance Report – Open Responses

ACOE staff issued a [letter](#) to CSCE on December 9, 2020, requesting additional information and clarifications. In response to ACOE staff requests, CSCE submitted the following documentation on December 16, 2020:

- [CSCE Charter Cover Letter to Renewal Petition](#)
- [CSCE Charter Renewal Petition, Revised 12-16-2020](#)
- [CSCE 5-Year Budget Projections, including assumptions, Revised 12-14-2020](#)
- [CSCE Renewal Budget Assumptions and MYP Worksheet](#)
- [CSCE Renewal Budget Submission Cash Flow, Revised 12-16-2020](#)
- [CSCE Renewal Budget Submission](#)

On January 6, 2021, ACOE staff issued a [follow-up letter](#) to CSCE to receive clarification

on the additional information provided by the charter in their December 16, 2020 response. In response to ACOE staff requests, CSCE submitted the following documentation on January 6, 2021:

- [Charter Petition, Revised 01-06-2021](#)

## Public Hearing

A public hearing was held on December 8, 2020, which provided an opportunity for ACOE's governing board to consider the level of support for the petition by teachers, families, and the community. Public support was as follows: 288 comments were submitted in total with 287 in favor of approving the renewal petition, and 1 against approving the renewal petition.

Dr. Ida Oberman (Executive Director and Founder), Candice Paul (Principal), and Javier Merino (School Graduate, Class of 2020) presented during CSCE's public hearing.

## Renewal Site/Virtual Visit

ACOE staff conducted a Renewal Virtual Visit on December 11, 2020. The following CSCE administrators participated in the virtual site visit:

- Ida Oberman, Executive Director and Founder
- Candice Paul, Principal of CSCE
- Adrienne Barnes, Deputy Director

The [agenda](#) began with a discussion between ACOE and CSCE leadership about the implementation of the school's distance learning program, including highlights of successes as well as challenges. ACOE staff then joined three Zoom classrooms (first grade, fourth grade, and seventh grade) to observe the distance learning program in practice. Finally, ACOE staff observed a special education one-on-one session.

## Capacity Interview

ACOE staff conducted a Capacity Interview in conjunction with the virtual site visit on December 11, 2020. The following CSCE administrators participated in the capacity interview:

- Ida Oberman, Executive Director and Founder
- Candice Paul, Principal of CSCE
- Adrienne Barnes, Deputy Director

The Capacity Interview provided an opportunity for staff from both CSCE and ACOE to engage in a dialogue about the letter that ACOE issued with clarifying questions on December 9, 2020. ACOE staff were able to pose questions about the school's educational program and draw focus to concerns raised during the Public Hearing on December 8, 2020, including the school's suspension rates. CSCE staff gained an understanding of the additional explanations and documentation needed for the ACOE team to comprehensively assess the progress of the school.

## Summary of Findings

Information from the public hearing, charter renewal petition review, capacity interview, and clarifying questions responses were used in preparing this report. A copy of the staff report will be provided to CSCE fifteen days prior to the Determination Hearing.

### Criterion 1 Analysis

The first criterion considered in reviewing CSCE's renewal petition required an analysis of the following:

- Is the charter school performing at a low, middle, or high level (Ed. Code 47607(c), 47607.2(a), and 47607.2(b).)?
- Has the charter school attained measurable increases in academic achievement schoolwide and for numerically significant student groups served by the charter school?
- Does the charter school have strong postsecondary outcomes, if applicable?

### Performance Category: CDE Middle-Performing

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Under Assembly Bill 1505, charter authorizers must consider the charter school's performance on the indicators included in the California School Dashboard when evaluating a petition to renew a charter school. The California Department of Education (CDE) annually provides a list of charter schools and their respective performance

categories (High, Middle, or Low) in accordance with criteria outlined in Assembly Bill 1505.

In the July 1, 2020 release of the [Charter School Performance Category Data File](#), CDE categorized CSCE as a Middle-Performing school. A charter school is placed in the Middle Performance Category if it meets neither the High nor Low Performance Category criteria. The chart below delineates the criteria for qualifying as High- and Low-Performing. If a school does not meet the requirements outlined in one of the two definitions in the High or Low Performance Category criteria, the school is placed in the Middle Performance Category.

HIGH PERFORMANCE CATEGORY		MIDDLE PERFORMANCE CATEGORY		LOW PERFORMANCE CATEGORY	
<p><b>For the two most recent years preceding renewal, either:</b></p> <ol style="list-style-type: none"> <li><b>Definition 1:</b> Scored green or blue schoolwide on all state indicators, or</li> <li><b>Definition 2:</b> For all academic indicators,               <ol style="list-style-type: none"> <li>Received "status" scores schoolwide that are the equal to or higher than the state average, and</li> <li>Majority of student groups performing statewide below the state average in each respective year received "status" scores that are above the state average.</li> </ol> </li> </ol>		<p><b>Did not meet either High nor Low Performance Category criteria.</b></p>		<p><b>For the two most recent years preceding renewal, either:</b></p> <ol style="list-style-type: none"> <li><b>Definition 1:</b> Scored red or orange schoolwide on all state indicators, or</li> <li><b>Definition 2:</b> For all academic indicators,               <ol style="list-style-type: none"> <li>Received "status" scores schoolwide that are the equal to or lower than the state average, and</li> <li>Majority of student groups performing statewide below the state average in each respective year received "status" scores that are below the state average.</li> </ol> </li> </ol>	
<p><b>RENEWAL TERM:</b></p>	<p>May be renewed for 5, 6, or 7 years.</p>	<p><b>RENEWAL TERM:</b></p>	<p>May renew for 5 years or may deny only upon making written findings.</p>	<p><b>RENEWAL TERM:</b></p>	<p>Shall generally not renew; however, the chartering authority may take a "second look" and under specific factors renew the charter for 2 years.</p>

CSCE meets neither the High- nor Low-Performing criteria under Performance Category Definition 1 or 2 and is therefore classified in the Middle Performance Category.

**1) Performance Category Definition 1: Performance level ("color") on all schoolwide state indicators for the past two years is:**

- All Green or Blue (High Performance Category),
- All Red or Orange (Low Performance Category), or
- Any other combination of colors (Middle Performance Category).

CSCE received a mix of Yellow, Orange, and Red performance levels on all state indicators on both the 2018 and 2019 California School Dashboard (Table 1 below).

Table 1: CSCE Schoolwide Dashboard Performance						
Dashboard Year	Chronic Absenteeism	Suspension	Academic - ELA	Academic - Math	Charter Performance Category	
					Annual Performance Category <i>(per Definition 1)</i>	Renewal Performance Category <i>(per Definition 1)</i>
2018	RED	ORANGE	YELLOW	ORANGE	Middle	Middle
2019	RED	RED	YELLOW	YELLOW	Middle	

Data Source: California School Dashboard – [CSCE 2018](#) and [CSCE 2019](#) Dashboard performance

**2) Performance Category Definition 2:**

- (a) Schoolwide performance levels (“colors”) for all academic indicators over the past two years are:
  - Same or higher than state average (High Performance Category),
  - Same or lower than state average (Low Performance Category), or
  - Any other combination (Middle Performance Category), AND
  
- (b) For each academic indicator, of student groups that underperformed statewide relative to the state average over the past two years:
  - Majority (50% or more) of groups at school received performance levels that are higher than the student group’s state performance level (High Performance Category),
  - Majority (50% or more) of groups at school received performance levels that are lower than the student group’s state performance level (Low Performance Category), or
  - Any other combination (Middle Performance Category).

On the 2018 Dashboard, CSCE qualified for the High Performance Category based on Definition 2.a (see Table 2.a below): the school outperformed the state in ELA and received the same performance level as the state in Math. On the 2019 Dashboard, however, CSCE qualified for the Middle Performance Category: the school underperformed the state in ELA, though it outperformed the state in Math. Based on these two years, the school’s Renewal Performance Category for Definition 2.a is Middle-Performing.



TABLE 2.a: State vs. CSCE Schoolwide Dashboard Performance					
Dashboard Year	Indicator	State: <i>All Students</i>	CSCE: <i>All Students</i>	Charter Performance Category	
				Annual Performance Category <i>(per Definition 2.a)</i>	Renewal Performance Category <i>(per Definition 2.a)</i>
2018	ELA	ORANGE	YELLOW	High	Middle
	Math	ORANGE	ORANGE		
2019	ELA	GREEN	YELLOW	Middle	
	Math	ORANGE	YELLOW		

Data Sources: California School Dashboard – State Summary [2018](#) and [2019](#); [CSCE 2018](#) and [CSCE 2019](#) Dashboard performance.

Based on Definition 2.b, CSCE also qualified for the Middle Performance Category (see Table 2.b below). The school has three student groups that received Performance Levels (“colors”) on the 2018 and 2019 Dashboard: English Learners, Hispanic, and Socio-Economically Disadvantaged. On the 2018 Dashboard for ELA and Math, English Learners, Hispanic students, and Socio-economically Disadvantaged students at CSCE performed below or at the same Performance Level as their corresponding student groups at the state level. Because fewer than 50% of student groups performed lower than the state average, the school placed in the Middle Performance Category for 2018.

On the 2019 Dashboard, these student groups either performed at or below the state average for ELA; for Math, however, CSCE’s student groups performed above, below, and at the same level as their corresponding student group at the state level. Based on these outcomes, CSCE was placed in the Middle Performance Category for 2019.

Because CSCE placed in the Middle Performance Category for Definition 2.b in both 2018 and 2019, its Renewal Performance Category for Definition 2.b is also Middle-Performing.

Table 2.b: State Student Group vs. CSCE Student Group Dashboard Performance							
Dashboard Year	Student Group	ELA		Math		Charter Performance Category	
		State	CSCE	State	CSCE	Annual Performance Category <i>(per Definition 2.b)</i>	Renewal Performance Category <i>(per Definition 2.b)</i>
2018	English Learners	YELLOW	ORANGE	ORANGE	ORANGE	Middle	Middle
	Hispanic	YELLOW	YELLOW	ORANGE	ORANGE		
	Socio-Economically Disadvantaged	YELLOW	YELLOW	ORANGE	ORANGE		
2019	English Learners	YELLOW	YELLOW	ORANGE	YELLOW	Middle	
	Hispanic	YELLOW	ORANGE	YELLOW	ORANGE		
	Socio-Economically Disadvantaged	YELLOW	YELLOW	YELLOW	YELLOW		

Data Sources: California School Dashboard – State Summary [2018](#) and [2019](#); [CSCE 2018](#) and [CSCE 2019](#) Dashboard performance.

In summary, CSCE qualifies as a Middle-Performing charter school per the California Department of Education’s data file and Education Code Sections 47607(c), 47607.2(a), and 47607.2(b). Table 3 below summarizes the methodology used to determine the school’s performance category.

**Table 3: CSCE Charter Renewal Performance Category Summary**

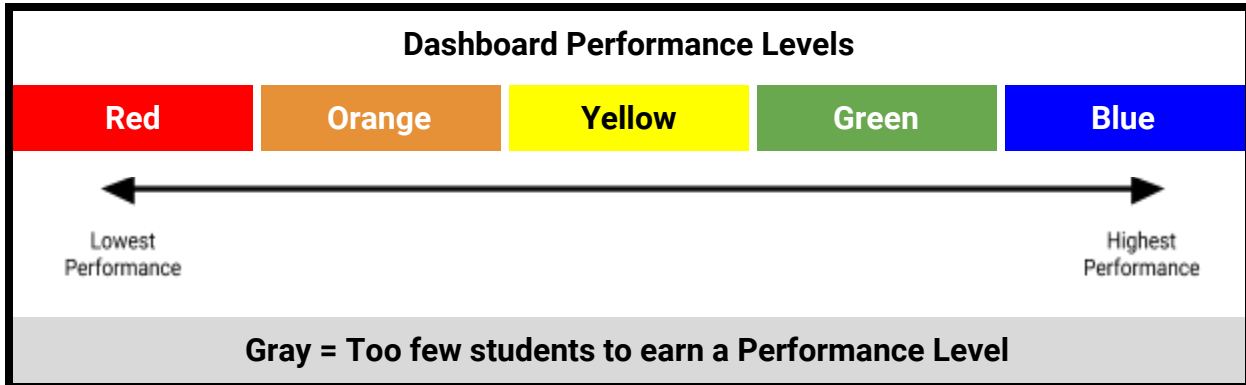
Definitions for Determining Renewal Category	Annual Performance Category		Renewal Performance Category per Definition <sup>1</sup>	Overall Renewal Performance Category <sup>2</sup>
	2018	2019		
<p><b>Definition 1:</b> Performance level (“color”) on all schoolwide state indicators for the past two years is:</p> <ul style="list-style-type: none"> <li>• All Green or Blue (High),</li> <li>• All Red or Orange (Low), or</li> <li>• Any other combination of colors (Middle).</li> </ul>	Middle	Middle	Middle	Middle
<p><b>Definition 2.a:</b> Schoolwide performance levels (“colors”) for all academic indicators over the past two years are:</p> <ul style="list-style-type: none"> <li>• Same or higher than state average (High),</li> <li>• Same or lower than state average (Low), or</li> <li>• Any other combination (Middle).</li> </ul>	High	Middle		
<p><b>Definition 2.b:</b> For each academic indicator, of student groups that underperformed statewide relative to the state average over the past two years:</p> <ul style="list-style-type: none"> <li>• Majority (50% or more) of groups at school received performance levels that are higher than the student group’s state performance level (High),</li> <li>• Majority (50% or more) of groups at school received performance levels that are lower than the student group’s state performance level (Low), or</li> <li>• Any other combination (Middle).</li> </ul>	Middle	Middle	Middle	

<sup>1</sup> Middle unless both years – and both sub-criteria for Definition 2 – are either all High or all Low.

<sup>2</sup> Middle unless either Renewal Performance Category per Definition is High or Low, in which case the Overall Renewal Performance Category is the same.

## Measurable Increases in Academic Achievement

CSCE has attained measurable increases in academic achievement both schoolwide and for every numerically significant student group. The tables below specify the growth attained for English Language Arts and Mathematics over the past three years of the California School Dashboard.



Student Group	Dashboard Year		
	2017	2018	2019
All Students	98.1 points below standard	50 points below standard	41.9 points below standard
African American	131.2 points below standard	84 points below standard	31.2 points below standard
English Learners	101.9 points below standard	70.9 points below standard	54.8 points below standard
Hispanic	104.6 points below standard	61.2 points below standard	58.3 points below standard
Socio-Economically Disadvantaged	96.4 points below standard	64.8 points below standard	42.2 points below standard
Students with Disabilities	129.8 points below standard	117 points below standard	53.9 points below standard

Source: California School Dashboard – data for CSCE ELA performance in [2017](#), [2018](#), and [2019](#).

CSCE as a whole, and every one of its numerically significant student groups, had higher average English Language Arts scores in 2019 than 2017.

Table 5: CSCE Student Group Academic Performance – Math			
Student Group	Dashboard Year		
	2017	2018	2019
All Students	70.1 points below standard	73.5 points below standard	63.6 points below standard
African American	67.2 points below standard	99.8 points below standard	55.3 points below standard
English Learners	81.5 points below standard	84.9 points below standard	71.1 points below standard
Hispanic	86.8 points below standard	87.1 points below standard	82 points below standard
Socio-Economically Disadvantaged	69.9 points below standard	83.3 points below standard	65.9 points below standard
Students with Disabilities	101.1 points below standard	124.2 points below standard	66.9 points below standard

Source: California School Dashboard – data for CSCE Math performance in [2017](#), [2018](#), and [2019](#).

CSCE as a whole, and every one of its numerically significant student groups, had higher average Mathematics scores in 2019 than 2017.

### Post-Secondary Outcomes

As CSCE is not a high school, no post-secondary outcomes data are available.

### Criterion 2 Analysis

The second criterion considered in reviewing a renewal petition required an analysis of the following:

- Whether the petition includes a sound educational program;
- Whether the petition contains a reasonably comprehensive description of the 19 elements required for petitions (20 for countywide charter schools);

- Whether the charter school is likely to successfully implement the program set forth in the petition. Education Code 47607(b) states that renewals are governed by the standards and criteria described in Ed. Code 47605, as applicable to initial petitions.

## Sound Educational Program & Successful Implementation

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Soundness of the educational program and capacity for implementation are assessed through the past performance of CSCE as indicators of likely future performance, including any applicable benchmarks that have been established. The ACOE Review Team conducted the analysis of Criterion 2 through the [Charter School Evaluation Matrix](#). In order for a charter school's renewal petition to be approved, the petition must include reasonably comprehensive descriptions of the following elements:

1. Overview of Educational Program
2. Locally-Defined Pupil Outcomes
3. State Priority Area Goals and Actions
4. Special Education
5. Governance Structure
6. Employee Qualifications
7. School Safety
8. Racial Balance
9. Admissions Policy
10. Financial Audits
11. Suspension and Expulsion Procedures
12. Staff Retirement System
13. Attendance Alternatives
14. Post-Employment Rights of Employees
15. Dispute Resolution Process
16. Closure Procedures
17. Administrative Items
18. Facilities
19. Financial/Operational Plan
20. Charter School Facilities (countywide benefit charter petitions only - not applicable to this petition)

## Review of Elements of a Reasonably Comprehensive Charter Petition

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### Element 1 - Overview of Educational Program

CSCE's renewal petition sufficiently addressed all statute-required standards of Element 1: Overview of Educational Program. The petition includes descriptions of the schools' target student population, its attendance expectations and policies, and its definition of what it means to be an educated person in the twenty-first century. In its description of how learning best occurs, CSCE states that its approach to academics is interdisciplinary and uses a blend of Waldorf instructional practices and other research-based, mainstream instructional strategies. The school's mission statement aligns with this instructional approach, stating that the school aims to provide a rigorous academic experience integrated into a culturally rich, arts-infused curriculum to serve its diverse student community.

CSCE's petition notes that its academic program is guided by Waldorf principles while also being aligned with all statewide content and performance standards. Teachers deliver Common Core State Standard content to students using Waldorf-informed instructional strategies, which include using instructional block rotations that integrate different core subjects, hands-on activities and intentional play, and multiple modalities for processing information. The petition also indicates the basic learning environment of the school and how the school's instructional approach enables students to master the content standards for the four core curriculum areas (English Language Arts, Mathematics, History/Social Science, Science).

Additionally, CSCE's petition indicates how the charter school will identify and respond to the needs of students who are not achieving at or above expected levels. The school follows a Multi-Tiered System of Support (MTSS) model that employs Response to Intervention (RTI) strategies to address student academic needs and Positive Behavior Intervention and Supports (PBIS) strategies to promote common social-emotional and behavioral expectations. In responding to students' needs, the school provides both academic (RTI) and behavioral (PBIS) interventions. The petition also outlines specific supports that the school provides for English learners, students with disabilities, and students achieving substantially above or below grade-level expectations, as well as how the school serves the interests of the entire community in which it is located by providing services, academic offerings, and programmatic offerings that do not exist in the district. The petition describes how the school will, on a regular basis, consult with parents, legal guardians, and teachers regarding CSCE's educational programs.

## **Element 2 - Locally-Defined Pupil Outcomes**

In the Locally-Defined Pupil Outcomes section of its renewal petition, CSCE defines goals and actions for student performance apart from those defined by CDE. These include demonstration of proficiency in essay writing using peer review rubrics and measures of students' "growth mindset" on a Social-Emotional Competencies Survey. Data from these measures are used by teachers, staff, and administrators to inform small and whole group instruction and individualized support, provide focus for teacher collaboration, and adjust and direct implementation of Waldorf strategies. The metrics used to define these local measures are clear, though in most cases the goals do not change from year-to-year. For each of the locally defined measures, there are clear actions that support the goals.

## **Element 3 - State Priority Area Goals and Actions**

In the State Priority Area Goals and Actions section of the renewal petition, CSCE defines goals and actions defined by the State Priority Areas in the Local Control Funding Formula (LCFF) legislation. With regard to measurable goals for each of the twenty-seven State-defined LCFF metrics, the clarity and quality of the annual goals varied. For the most straightforward metrics, such as annual goals for expulsions and drop-outs, repeated goals of 0% were clear. For some metrics, such as suspensions and average performance on Smarter Balanced (SBAC) ELA and Math tests, there were clear growth targets that included more ambitious growth for lower performing student groups in order to close performance gaps (see Appendix A: Five-Year Targets for CSCE state indicator goals).

There were some measurable goals, however, that were not as clear. In some cases, such as average performance on the California Science Test (CAST), the metric (Distance from Standard) reflected the terminology of a different assessment rather than CAST. In other cases, there seemed to be some contradiction between goals and the state requirement.<sup>1</sup> For example, CSCE provided that "70% of ELs receive designated ELD" but the state mandates 100% of English Learners to be provided with protected time for designated English Language Development instruction every day, which includes instructional time during distance learning. In attending to the requirement of measuring the schools' "Programs and Services for Unduplicated Pupils," CSCE bundled all of the following metrics into a single metric: "ELD Delivery (for English Learners); Free and Reduced meal Delivery; Extended Day Services ("Afterschool"); Extended Year Services ("Summer School"); Tutoring provided to Socioeconomically Disadvantaged Students" with the annual goal of "Available to 100% of Unduplicated Students." This

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<sup>1</sup> [\*California Department of Education Designated ELD Framework\*](#)



both combines multiple measures of services provided into one measure and combines different groups of students receiving those services (i.e. Socioeconomically Disadvantaged students may not receive ELD instruction, and not all English Learners qualify for Free or Reduced-Price Meals).

Actions related to the listed goals were also varied. In most instances, the actions were detailed and clear, such as the actions listed to attend to the high chronic absenteeism rates, to develop teachers' practice, and to engage with parents and community partners. In some instances, however, there were minimal actions described in programs and services specific to students with exceptional needs or support for English Learners' progress toward proficiency.

#### **Element 4 - Special Education**

In 2018-19, Students with Disabilities comprised 12% of CSCE's student population. The Special Education section of CSCE's renewal petition satisfies statutory requirements regarding how the school will comply with the provisions of Ed. Code 47641, which includes the process to be used to identify students who qualify for special education programs and services, how the school will provide or access special education programs and services, the school's understanding of its responsibilities under the law for special education pupils, and how the school intends to meet those responsibilities. CSCE states in its petition that the school will use strategies advocated by leading learning disabilities researchers, particularly those that have been studied in Waldorf education settings. CSCE's theory of action is to provide a highly differentiated and holistic approach in order to meet the needs of each individual student with disability, scaffolded and modified if needed, as set forth in individual plans.

Students with Disabilities at CSCE have, by and large, performed on par with other students in the school. While Students with Disabilities across the State scored, on average, 85-86 points lower than All Students on the 2019 Smarter Balanced ELA and Mathematics assessments, Students with Disabilities at CSCE scored 12.0 and 3.3 points lower than All Students on ELA and Math, respectively. However, of notable concern, is the disparity for Students with Disabilities in suspensions in 2018-19, the most recent year data are available. Whereas CSCE had an overall suspension rate of 4.7%, Students with Disabilities were suspended at a rate of 23.8%. This disparity was minimal in prior years.

#### **Element 5 - Governance Structure**

The renewal petition describes the governance structure of the charter school, as well as the process to be followed by the charter school to ensure parental involvement. The

details of the organizational and technical designs of the governance structure included in the petition demonstrate that CSCE's Board of Directors have protocols in place to ensure that the charter school will remain a viable enterprise and to monitor the educational program. The CSCE Board has four committees to support the school's mission and carry out its governance duties: Academic Excellence (monitors and evaluates the education program and advises the Executive Director on implementation of CSCE's educational program); Finance (monitors CSCE's financial health and advises the Executive Director on the long-term financial planning for CSCE); Development (raises philanthropic donations to support the school's programs and long-term goals); and Executive (recruits, nominates, trains, and evaluates board members and monitors the functioning of the entire Board as a governing entity). As part of its governance structure, the school has at least one parent/guardian board member who is appointed by the Board. Additionally, the petition describes the opportunities for families to be involved in various ways at the school and with their individual child's education.

#### **Element 6 - Employee Qualifications**

The Employee Qualification section of the renewal petition provided sufficient descriptions of CSCE's leadership and management structure, including thorough job qualification requirements, and a detailed hiring and onboarding process. CSCE's petition included the qualifications for their Executive Director, Deputy Director, Support and Team Lead, Dean of School Culture, Student Support Services Coordinator, and teachers. The petition outlines the process for teacher hiring, the attributes a teacher at CSCE should embody, and the professional development opportunities provided to teachers.

#### **Element 7 - School Safety**

In the School Safety section of the renewal petition, CSCE included all policies and procedures required by statute to be included in the Comprehensive School Safety Plan. The School Safety Plan includes policies and procedures for the following: suspension and expulsion, discrimination and harrasment, schoolwide dress code, school discipline, disaster response procedures, and more. CSCE's School Safety Plan includes the appropriate strategies and programs that will provide and maintain a safe and orderly environment conducive to learning. CSCE has committed to adopting a comprehensive school safety plan, which will be reviewed and updated by March 1 of every year.

#### **Element 8 - Racial Balance**

CSCE provides a description of efforts to achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent

English proficient pupils, that is reflective of the general population residing within Oakland. CSCE has implemented a student recruiting strategy that includes, but is not limited to, the following: the development of promotional and informational materials translated in five languages (Chinese, Vietnamese, Spanish, Arabic, and English), weekly tours in five languages, recruitment presentations in various locations (both face-to-face and Zoom meetings), recruitment via an array of media channels (television, podcasts, Youtube videos, and online articles).

### **Element 9 - Admissions Policy**

The renewal petition sufficiently addresses the policies and procedures that CSCE will use to admit students, including an admissions policy specifying that CSCE is a non-sectarian, tuition-free public school. CSCE's admissions policy also states it will not discriminate against a pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or immigration status. All students who wish to attend will be admitted per capacity regulations and through either an open enrollment or lottery process. If following the open enrollment period there are more applications than available seats, a random public drawing will take place. Admission preferences in the case of a public random drawing shall be in the following order:

1. Siblings of students admitted to or attending the Charter School;
2. Children of full-time employees of CSCE;
3. Residents of the OUSD; and
4. All other applicants.

### **Element 10 - Financial Audits**

The Annual Financial Audit section of CSCE's renewal petition satisfied requirements in statute that call for charter petitioners to describe the manner in which audits will be conducted. Per CSCE's petition, the annual audit of the books and records of the charter school will be conducted as required under the Charter Schools Act, Ed. Code Sections 47605.6(b)(5)(l) and 47605.6(m). CSCE's Executive Director leads the Board in selecting an independent auditor in overseeing the independent audit and is also responsible for managing the audit. The school will continue to use a Certified Public Accountant (CPA) with educational institutional audit experience, who is approved by the State Controller. CSCE used Wilkinson Hadley King, LLP as their independent auditor from 2018-2020. As a result of their contract ending, CSCE will research and identify a new auditor for the subsequent contract period. The school will complete the annual audit within six

months of the close of the fiscal year. A copy of the auditor's findings is forwarded to the County Superintendent of Schools, the State Controller, and to the California Department of Education (CDE) by the 15th of December of each year. If any audit exceptions or deficiencies are identified, the Board of Directors shall review the exception and/or deficiencies, develop a plan to resolve them, and submit a report to the county proposing how and by when the exceptions and/or deficiencies have been or will be resolved to the satisfaction of the County.

### Element 11 - Suspension and Expulsion Procedures

CSCE’s renewal petition addresses the policies and procedures by which students can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from school for any reason. The school’s *Suspension and Expulsion Policy and Procedures* is printed and distributed annually as part of the Student Handbook, which outlines the discipline expectations for students. CSCE has committed to an annual review of their policies and procedures and will modify the list of offenses for which students are subject to suspension or expulsion.

CSCE has had measurable increases in suspension rates both schoolwide and for every numerically significant student group. Table 6 below specifies the increases in suspension rates over the past three years of the California School Dashboard.

Table 6: CSCE Student Group Suspension Rates			
Student Group	Dashboard Year		
	2017	2018	2019
All Students	0.8% suspended 1/+ Declined -0.6% N: 247	1.8% suspended 1/+ Increased +1% N: 282	4.7% suspended 1/+ Increased +2.9% N: 297
African American	3% suspended 1/+ Declined -2.1% N: 33	1.8% suspended 1/+ Declined -1.2% N: 56	7% suspended 1/+ Increased +5.2% N: 57
English Learners	0% suspended 1/+ Maintained 0% N: 121	1.8% suspended 1/+ Increased +1.8% N: 110	3.9% suspended 1/+ Increased +2.1% N: 152
Hispanic	0% suspended 1/+ Maintained 0% N: 142	1.9% suspended 1/+ Increased +1.9% N: 162	3.4% suspended 1/+ Increased +1.6% N: 174
Socio-Economically Disadvantaged	1% suspended 1/+ Declined -0.2% N: 202	1.8% suspended 1/+ Increased +0.8% N: 221	5.4% suspended 1/+ Increased +3.6% N: 186
Students with Disabilities	5% suspended 1/+ Declined -3.8% N: 40	2.5% suspended 1/+ Declined -2.5% N: 40	23.8% suspended 1/+ Increased +21.3% N: 42

Source: California School Dashboard – data for CSCE Suspension Rate in [2017](#), [2018](#), and [2019](#).

CSCE as a whole, and for every one of its numerically significant student groups, had higher suspension rates in 2019 than 2017.

The petition includes the strategies CSCE has implemented and/or is planning to implement to reduce the suspension rates. The school plans on reducing suspension rates using Waldorf programming and positive behavior incentive systems (PBIS), along with focusing its efforts (prior to the pandemic) on professional development for teachers and targeted coaching. As a result, CSCE has set goals that will decrease suspension rates annually for all students and for each numerically significant student group. CSCE's goal for expulsion rates for all student groups is 0%. For suspension rates, CSCE will determine annual targets based on the following criteria, as stated in its renewal petition (page 47):

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

- *If > 9%, then annual target = 6%*
- *If 6% to 8.9%, then annual target is a 3% reduction*
- *If 4% to 5.9%, then annual target is a 1% reduction*
- *If 0.6% to 3.9%, then annual target is a 0.3% reduction*
- *If < 0.6%, then annual target = 0.5%*

ACOE staff calculated suspension rate targets for All Students and for each of CSCE's numerically significant student groups based on the criteria outlined above, with data from the 2019 California School Dashboard as a baseline. Table 7 below depicts the suspension rate targets that ACOE staff calculated using the criteria delineated in CSCE's petition.

**Table 7: ACOE Staff Calculation of Suspension Rate Targets, per CSCE Criteria**

Student Group	Baseline 2018-19 <i>Source: 2019 CA Dashboard</i>	2019-20 <i>No Data - COVID</i>	2020- 21	2021- 22	2022- 23	2023- 24	2024- 25	2025- 26	2021 - 26 Change
All Students	4.7%	No data	3.7%	3.4%	3.1%	2.8%	2.5%	2.2%	-2.5%
African American	7.0%	No data	4.0%	3.0%	2.7%	2.4%	2.1%	1.8%	-5.2%
Asian	0.0%	No data	0.5%	0.5%	0.5%	0.5%	0.5%	0.5%	+0.5%
Hispanic	3.4%	No data	3.1%	2.8%	2.5%	2.2%	1.9%	1.6%	-1.8%
English Learners	3.9%	No data	3.6%	3.3%	3.0%	2.7%	2.4%	2.1%	-1.8%
Two or More Races	17.4%	No data	6.0%	3.0%	2.7%	2.4%	2.1%	1.8%	-15.6%
Socioecon. Disadvantaged	5.4%	No data	4.4%	3.4%	3.1%	2.8%	2.5%	2.2%	-3.2%
Students with Disabilities	23.8%	No data	6.0%	3.0%	2.7%	2.4%	2.1%	1.8%	-22.0%

**Element 12 - Staff Retirement System**

The renewal petition includes processes for how CSCE’s staff will participate in STRS, PERS, and/or Social Security and which staff will be responsible for ensuring that the appropriate arrangements have been made. CSCE will participate in the California State Teacher Retirement System (CalSTRS). All employees who qualify for membership in CalSTRS, including teachers and other qualified certificated employees, shall participate. All non-certificated employees who are eligible can participate in the Public Employees Retirement System (PERS), according to their eligibility.

**Element 13 - Attendance Alternatives**

The renewal petition describes the public school attendance alternatives for pupils residing within the school district who choose not to attend CSCE. The petition specifies that the parent or guardian of each pupil enrolled in the charter school will be informed that their pupil has no right to admission in a particular school of any local educational agency (or program of any LEA) as a consequence of enrollment in the charter school, except to the extent that such a right is extended by the LEA.

**Element 14 - Post-Employment Rights of Employees**

The renewal petition provides documentation that all former County staff who are employed by Community School for Creative Education have no automatic right to

return to County employment or become reemployed unless specifically granted by the Alameda County Office of Education through a leave of absence or another agreement in accordance with applicable Alameda County Board of Education policy and/or collective bargaining agreements.

### **Element 15 - Dispute Resolution Process**

The renewal petition addresses the process to settle disputes relating to the provisions of the school, describing the procedures to be followed by CSCE and the chartering authority to resolve disputes relating to provisions of the charter. The petition describes how the costs of the dispute resolution process, if needed, would be funded.

### **Element 16 - Closure Procedures**

The renewal petition outlines the process to be used by CSCE should closure occur. Procedures include the designation of a responsible entity to conduct closure-related activities as well as plans for notifying parents/guardians of pupils, the authorizing entity, the special education local plan area in which the school participates, the retirement systems in which the school's employees participate, and the California Department of Education. Such notification will provide: the effective date of the closure; the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements; where pupil and personnel records will be relocated; arrangements for final audit; return of unused grant funds and materials or property; annual report completion; and how the closure will be funded.

### **Element 17 - Administrative Items**

The Administrative Items section of the renewal petition provides sufficient descriptions for how CSCE shall be deemed the exclusive public school employer of the employees at the charter school for the purposes of the Educational Employment Relation Act under Ed. Code section 47605(c)(6). Additionally, the petition describes how CSCE is responsible for all of its own administrative services, which currently includes using a Deputy Director for the following responsibilities: Budget Creation/Fiscal Planning Services; Cash Flow Management; Local, State, and Federal Reporting; Employee Benefits; Planning and Management; LEA Plans; Compliance Reporting to County State Grantors; Training - Charter School Finance; Accounting and Operation Functions; Budgets; Financial Reports; and Property Tax Exemptions Filings.

CSCE contracts with Charter School Management Corporation (CSMC) for administrative and back office services such as payroll, audit and compliance preparation, and quarterly and annual tax form filing. CSCE also contracts with School Food and Wellness Group (SFWG) for its food program and training. The petition also satisfies requirements pursuant to Ed. Code 47604(d), which states that an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors, or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. CSCE shall work diligently to assist the County in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other County-requested protocols to ensure the County shall not be liable for the operation of CSCE.

### **Element 18 - Facilities**

CSCE holds a multi-year lease agreement with the Oakland Unified School District for its facilities currently located at 2111 International Boulevard in Oakland. The lease is set to expire on June 30, 2022, and CSCE states that it is confident the lease will be renewed. In the event the lease is not renewed, CSCE will request district facilities pursuant to Proposition 39.

### **Element 19 - Financial/Operational Plan**

Pursuant to Ed. Code 47605(h), "The petitioner or petitioners shall also be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation," the ACOE team reviewed the charter's financial statements, operating budget, multi-year budget projection, and cash flow and has determined the charter has a positive fund balance and reserves that meet the state minimum requirement.

Per the renewal petition and as required by July 1 of each calendar year, the school provides a draft budget for the following school year to the County, including its estimate for enrollment and its Average Daily Attendance assumptions. The school shall comply with all other financial reports required by Ed. Code 47604.33 and shall provide additional fiscal reports as requested by the County:

1. By July 1, a preliminary budget for the current fiscal year.
2. By July 1, an annual update (LCAP) required pursuant to Ed. Code 47606.5.



3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the charter school's annual independent financial audit report for the preceding fiscal year shall be delivered to the State Controller, California Department of Education, and County Superintendent of Schools.
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
5. By September 15, a final unaudited report for the full prior year. The report shall include an annual statement of all the charter school's receipts and expenditures for the preceding fiscal year.

After the review of CSCE's financials presented in the renewal petition, the school appears to project a budget that will sustain operations for the next five years. The school is projecting a surplus versus deficit spending in addition to a positive ending fund balance for the five-year renewal period. The school has appeared to project more conservative ADA and enrollment data than compared to the Adopted Budget. However, the data remains within historical trends.

CSCE received a Federal Payroll Protection Program (PPP) Loan for \$428,888, in which the school was originally scheduled to make its first repayment on December 1, 2020. However, the Paycheck Protection Flexibility Act of 2020 has extended the deferral period for borrower payments of principal, interest, and fees on all PPP loans. Per review of the renewal petition, CSCE plans to repay the entire loan in the spring of 2022. As a result, ACOE would expect to see the monthly debt payments for the PPP loan included in the Charter's 2021-2022 Cash Flow worksheet; however, this information appears to have been omitted.

Per further review of CSCE's revised 2021-22 Cash Flow worksheet, the school includes an accounts receivable amount that exceeds prior-year receivable data. In addition, the school has omitted any corresponding accounts payable amounts, which may further inflate the school's cash position. It should also be noted the school's revised cash flow does not include any additional state cash deferrals to Spring of 2022. As such, ACOE's fiscal review team recommends the school monitor its PPP loan repayment plans, prior year obligations, as well as the State's potential to defer cash in the subsequent fiscal year to ensure CSCE maintains sufficient cash balances to meet its obligations.

## Criterion 3

The third criterion considered in reviewing a renewal petition requires an analysis of the following:

- Is the charter school serving all students who wish to attend?
- Does the charter school have substantial fiscal or governance issues? (Ed. Code 47607(e))

### Charter School's Ability to Serve All Students

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In order for a charter school's renewal petition to be approved, the charter school must be serving all students who wish to attend. By State law, evaluation of this criteria is limited to consideration of two sources of information: (1) State-provided enrollment data and (2) any substantiated complaints related to noncompliance with suspension/expulsion requirements included in law and/or the charter school's procedures. During the current charter term, ACOE did not receive any substantiated complaints related to noncompliance with suspension and/or expulsion requirements.

### Fiscal and Governance Review

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CSCE's current budget petition appears reasonable and projects positive ending fund balances in addition to reserves at the minimum levels for the five year renewal period which are indicators of positive fiscal health. ACOE recommends that the school maintain reserves above the minimum to address potential cash shortfalls and to have contingency plans in place in the event projected ADA growth does not materialize.

# Determination Hearing

HIGH PERFORMANCE CATEGORY		MIDDLE PERFORMANCE CATEGORY		LOW PERFORMANCE CATEGORY	
<p><b>For the two most recent years preceding renewal, either:</b></p> <ol style="list-style-type: none"> <li><b>Definition 1:</b> Scored green or blue schoolwide on all state indicators, or</li> <li><b>Definition 2:</b> For all academic indicators,                             <ol style="list-style-type: none"> <li>Received "status" scores schoolwide that are the equal to or higher than the state average, and</li> <li>Majority of student groups performing statewide below the state average in each respective year received "status" scores that are above the state average.</li> </ol> </li> </ol>		<p><b>Did not meet either High nor Low Performance Category criteria.</b></p>		<p><b>For the two most recent years preceding renewal, either:</b></p> <ol style="list-style-type: none"> <li><b>Definition 1:</b> Scored red or orange schoolwide on all state indicators, or</li> <li><b>Definition 2:</b> For all academic indicators,                             <ol style="list-style-type: none"> <li>Received "status" scores schoolwide that are the equal to or lower than the state average, and</li> <li>Majority of student groups performing statewide below the state average in each respective year received "status" scores that are below the state average.</li> </ol> </li> </ol>	
<p><b>RENEWAL TERM:</b></p>	<p>May be renewed for 5, 6, or 7 years.</p>	<p><b>RENEWAL TERM:</b></p>	<p>May renew for 5 years or may deny only upon making written findings.</p>	<p><b>RENEWAL TERM:</b></p>	<p>Shall generally not renew; however, the chartering authority may take a "second look" and under specific factors renew the charter for 2 years.</p>

Charter schools categorized by the California Department of Education in the Middle Performance Category shall be renewed for a five year term (Ed. Code 47607.2(b)(7)).

The chartering authority may only deny a charter renewal petition for a school in the Middle Performance Category if, upon making written findings, setting forth specific facts to support the findings:

- The charter school has failed to meet or make sufficient progress toward meeting standards that provide a benefit to pupils of the school; and
- The closure of the school is in the best interest of the pupils; and
- The decision provided greater weight to the performance on measurements of academic performance.

At the Determination Hearing on January 26, 2020, ACOE staff will present the Summary of Findings to the Alameda County Board of Education (ACBOE). After reviewing the information presented, the ACBOE will determine approval or denial of CSCE's charter renewal petition.

## Conclusion

The Alameda County Office of Education's Research, Assessment, and Accountability Partnerships (RAAP) and District Advisory Services (DAS) offices have conducted a review of Community School for Creative Education's request for renewal.

Community School for Creative Education is categorized in the Middle Performance Category as determined by the California Department of Education and has attained measurable increases in academic achievement schoolwide for numerically significant student groups in all academic indicators of the California Dashboard over the past three years. The Charter Review Team has reviewed and provided analysis on the 19 elements required for charter schools in addition to a fiscal and governance review.

# Appendices

## Appendix A: Five-Year Targets

**ACOE Staff Calculation of English Language Arts Targets, per CSCE Criteria**

Student Group	Baseline 2018-19 <i>Source: 2019 CA Dashboard</i>	2019-20 <i>No CAASPP Data - COVID</i>	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2021 - 26 Growth
All Students	-41.9 DfS	No data	-26.9 DfS	-11.9 DfS	-6.9 DfS	-3.9 DfS	-0.9 DfS	+2.1 DfS	+44 points
African American	-31.2 DfS	No data	-16.2 DfS	-11.2 DfS	-6.2 DfS	-3.2 DfS	-0.2 DfS	+2.8 DfS	+34 points
English Learners	-54.8 DfS	No data	-34.8 DfS	-19.8 DfS	-14.8 DfS	-9.8 DfS	-4.8 DfS	-1.8 DfS	+53 points
Hispanic	-58.3 DfS	No data	-38.3 DfS	-23.3 DfS	-8.3 DfS	-3.3 DfS	-0.3 DfS	+2.7 DfS	+61 points
Socioecon. Disadvantaged	-42.2 DfS	No data	-27.2 DfS	-12.2 DfS	-7.2 DfS	-4.2 DfS	-1.2 DfS	+1.8 DfS	+44 points
Students with Disabilities	-53.9 DfS	No data	-33.9 DfS	-18.9 DfS	-13.9 DfS	-8.9 DfS	-3.9 DfS	-0.9 DfS	+53 points

**ACOE Staff Calculation of Mathematics Targets, per CSCE Criteria**

Student Group	Baseline 2018-19 <i>Source: 2019 CA Dashboard</i>	2019-20 <i>No CAASPP Data - COVID</i>	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2021 - 26 Growth
All Students	-63.6 DfS	No data	-48.6 DfS	-33.6 DfS	-25.0 DfS	-22.0 DfS	-19.0 DfS	-16.0 DfS	+47.6 points
African American	-55.3 DfS	No data	-40.3 DfS	-25.3 DfS	-22.3 DfS	-19.3 DfS	-16.3 DfS	-13.3 DfS	+42.0 points
English Learners	-71.1 DfS	No data	-51.1 DfS	-36.1 DfS	-25.0 DfS	-22.0 DfS	-19.0 DfS	-16.0 DfS	+55.1 points
Hispanic	-82.0 DfS	No data	-62.0 DfS	-47.0 DfS	-32.0 DfS	-25.0 DfS	-22.0 DfS	-19.0 DfS	+63.0 points
Socioecon. Disadvantaged	-65.9 DfS	No data	-50.9 DfS	-35.9 DfS	-25.0 DfS	-22.0 DfS	-19.0 DfS	-16.0 DfS	+49.9 points
Students with Disabilities	-66.9 DfS	No data	-51.9 DfS	-36.9 DfS	-25.0 DfS	-22.0 DfS	-19.0 DfS	-16.0 DfS	+50.9 points

### ACOE Staff Calculation of Chronic Absenteeism Rate Targets, per CSCE Criteria

Student Group	Baseline 2018-19 <i>Source: 2019 CA Dashboard</i>	2019-20 <i>No Data - COVID</i>	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2021 - 26 Change
All Students	23.2%	No data	17.2%	14.2%	11.2%	9.5%	9.0%	8.5%	-14.7%
African American	37.3%	No data	20.0%	14.0%	11.0%	9.3%	8.8%	8.3%	-29.0%
Asian	7.7%	No data	7.2%	6.7%	6.2%	5.7%	5.2%	4.7%	-3.0%
English Learners	14.6%	No data	11.6%	9.9%	9.4%	8.9%	8.4%	7.9%	-6.7%
Hispanic	20.2%	No data	14.2%	11.2%	9.5%	9.0%	8.5%	8.0%	-12.2%
Two or More Races	33.3%	No data	20.0%	14.0%	11.0%	9.3%	8.8%	8.3%	-25.0%
Socioecon. Disadvantaged	25.6%	No data	19.6%	16.6%	13.6%	10.6%	8.9%	8.4%	-17.2%
Students with Disabilities	24.4%	No data	18.4%	15.4%	12.4%	10.7%	9.0%	8.5%	-16.9%

### ACOE Staff Calculation of Suspension Rate Targets, per CSCE Criteria

Student Group	Baseline 2018-19 <i>Source: 2019 CA Dashboard</i>	2019-20 <i>No Data - COVID</i>	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2021 - 26 Change
All Students	4.7%	No data	3.7%	3.4%	3.1%	2.8%	2.5%	2.2%	-2.5%
African American	7.0%	No data	4.0%	3.0%	2.7%	2.4%	2.1%	1.8%	-5.2%
Asian	0.0%	No data	0.5%	0.5%	0.5%	0.5%	0.5%	0.5%	+0.5%
Hispanic	3.4%	No data	3.1%	2.8%	2.5%	2.2%	1.9%	1.6%	-1.8%
English Learners	3.9%	No data	3.6%	3.3%	3.0%	2.7%	2.4%	2.1%	-1.8%
Two or More Races	17.4%	No data	6.0%	3.0%	2.7%	2.4%	2.1%	1.8%	-15.6%
Socioecon. Disadvantaged	5.4%	No data	4.4%	3.4%	3.1%	2.8%	2.5%	2.2%	-3.2%
Students with Disabilities	23.8%	No data	6.0%	3.0%	2.7%	2.4%	2.1%	1.8%	-22.0%

Source of above tables: [Charter Renewal Petition for Community School for Creative Education](#) (calculated from improvement criteria detailed on pp. 45-47)



CSCE Dashboard Data: Mathematics			
Student Group	Dashboard Year		
	2017	2018	2019
All Students	70.1 points below standard Maintained -0.2 Points N: 87	73.5 points below standard Maintained -2.9 Points N: 117	63.6 points below standard Increased 6.5 Points N: 117
African American	67.2 points below standard Increased 26.3 Points N: 11	99.8 points below standard Declined 31.2 Points N: 24	55.3 points below standard Increased 44.5 Points N: 21
English Learners	81.5 points below standard Increased 15.1 Points N: 46	84.9 points below standard Declined 3.4 Points N: 57	71.1 points below standard Increased 6.5 Points N: 65
Hispanic	86.8 points below standard Maintained -2.7 Points N: 56	87.1 points below standard Maintained -0.3 Points N: 65	82 points below standard Maintained -1.5 Points N: 71
Socio-Economically Disadvantaged	69.9 points below standard Increased 12.8 Points N: 75	83.3 points below standard Declined 13.1 Points N: 74	65.9 points below standard Increased 11.7 Points N: 71
Students with Disabilities	101.1 points below standard Declined 5.9 Points N: 17	124.2 points below standard Declined 21.1 Points N: 25	66.9 points below standard Increased 36.3 Points N: 28

Source: California School Dashboard – data for CSCE Math performance in [2017](#), [2018](#), and [2019](#).

CSCE Dashboard Data: Chronic Absenteeism			
Student Group	Dashboard Year		
	2017	2018	2019
All Students	No data on Chronic Absenteeism for this year	21.1% chronically absent Increased 1.3% N: 270	23.2% chronically absent Increased 2.1% N: 280
African American	No data on Chronic Absenteeism for this year	34% chronically absent Increased 6.4% N: 53	37.3% chronically absent Increased 3.3% N: 51
Asian	No data on Chronic Absenteeism for this year	0% chronically absent Declined 8.3% N: 26	7.7% chronically absent Increased 7.7% N: 26
English Learners	No data on Chronic Absenteeism for this year	14.2% chronically absent Declined 1.9% N: 106	14.6% chronically absent Maintained 0.4% N: 151
Hispanic	No data on Chronic Absenteeism for this year	19.7% chronically absent Increased 3.5% N: 157	20.2% chronically absent Increased 0.5% N: 168
Socio-Economically Disadvantaged	No data on Chronic Absenteeism for this year	23.5% chronically absent Increased 5.7% N: 213	25.6% chronically absent Increased 2.1% N: 180
Students with Disabilities	No data on Chronic Absenteeism for this year	38.5% chronically absent Increased 23.8% N: 39	24.4% chronically absent Declined 14.1% N: 41
Two or More Races	No data on Chronic Absenteeism for this year	26.7% chronically absent Declined 23.3% N: 15	33.3% chronically absent Increased 6.7% N: 21

Source: California School Dashboard – data for CSCE Chronic Absenteeism Rate in [2018](#) and [2019](#).



CSCE Dashboard Data: Suspension			
Student Group	Dashboard Year		
	2017	2018	2019
All Students	0.8% suspended 1/+ Declined -0.6% N: 247	1.8% suspended 1/+ Increased +1% N: 282	4.7% suspended 1/+ Increased +2.9% N: 297
African American	3% suspended 1/+ Declined -2.1% N: 33	1.8% suspended 1/+ Declined -1.2% N: 56	7% suspended 1/+ Increased +5.2% N: 57
English Learners	0% suspended 1/+ Maintained 0% N: 121	1.8% suspended 1/+ Increased +1.8% N: 110	3.9% suspended 1/+ Increased +2.1% N: 152
Hispanic	0% suspended 1/+ Maintained 0% N: 142	1.9% suspended 1/+ Increased +1.9% N: 162	3.4% suspended 1/+ Increased +1.6% N: 174
Socio-Economically Disadvantaged	1% suspended 1/+ Declined -0.2% N: 202	1.8% suspended 1/+ Increased +0.8% N: 221	5.4% suspended 1/+ Increased +3.6% N: 186
Students with Disabilities	5% suspended 1/+ Declined -3.8% N: 40	2.5% suspended 1/+ Declined -2.5% N: 40	23.8% suspended 1/+ Increased +21.3% N: 42

Source: California School Dashboard – data for CSCE Suspension Rate in [2017](#), [2018](#), and [2019](#).

## Appendix C: Student Demographics

CSCE Enrollment by Ethnicity (Number of Students)						
Ethnicity	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
African American	48	34	23	48	36	51
American Indian or Alaska Native	1	5	6	6	5	0
Asian	15	16	24	23	24	26
Filipino	0	0	2	2	2	2
Hispanic or Latino	86	94	125	146	139	164
Pacific Islander	0	0	2	1	0	1
White	24	20	16	10	7	9
Two or More Races	16	19	7	11	7	11
Not Reported	1	4	3	5	21	3
<b>TOTAL ENROLLMENT</b>	<b>191</b>	<b>192</b>	<b>208</b>	<b>252</b>	<b>241</b>	<b>267</b>

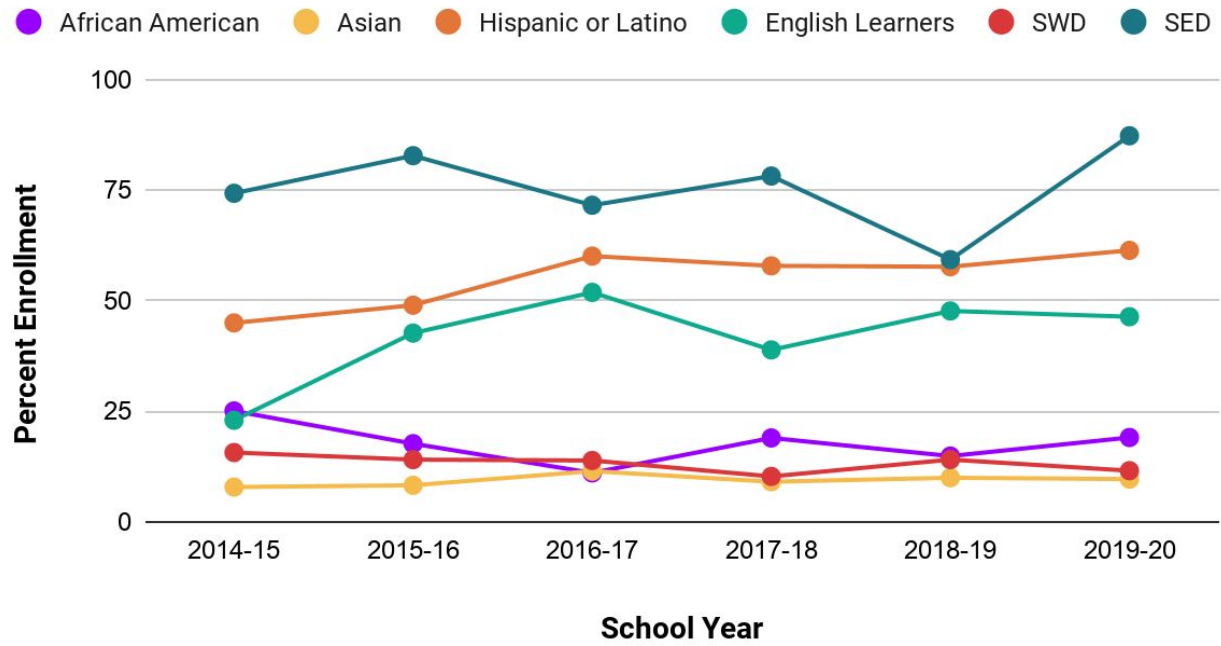
CSCE Enrollment by Ethnicity (Percentage of Students)						
Ethnicity	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
African American	25.1%	17.7%	11.1%	19%	14.9%	19.1%
American Indian or Alaska Native	0.5%	2.6%	2.9%	2.4%	2.1%	0%
Asian	7.9%	8.3%	11.5%	9.1%	10%	9.7%
Filipino	0%	0%	1%	0.8%	0.8%	0.7%
Hispanic or Latino	45%	49%	60.1%	57.9%	57.7%	61.4%
Pacific Islander	0%	0%	1%	0.4%	0%	0.4%
White	12.6%	10.4%	7.7%	4%	2.9%	3.4%
Two or More Races	8.4%	9.9%	3.4%	4.4%	2.9%	4.1%
Not Reported	0.5%	2.1%	1.4%	2%	8.7%	1.1%
<b>TOTAL ENROLLMENT</b>	<b>191</b>	<b>192</b>	<b>208</b>	<b>252</b>	<b>241</b>	<b>267</b>

<b>CSCE Enrollment by Student Group (Number of Students)</b>						
<b>Student Group</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>English Learners</b>	44	82	108	98	115	124
<b>Foster Youth</b>	1	0	0	0	1	2
<b>Homeless Youth</b>	0	0	0	0	0	0
<b>Migrant Education</b>	0	0	0	0	0	0
<b>Students with Disabilities</b>	30	27	29	26	34	31
<b>Socioeconomically Disadvantaged</b>	142	159	149	197	143	233
<b>TOTAL ENROLLMENT</b>	<b>191</b>	<b>192</b>	<b>208</b>	<b>252</b>	<b>241</b>	<b>267</b>

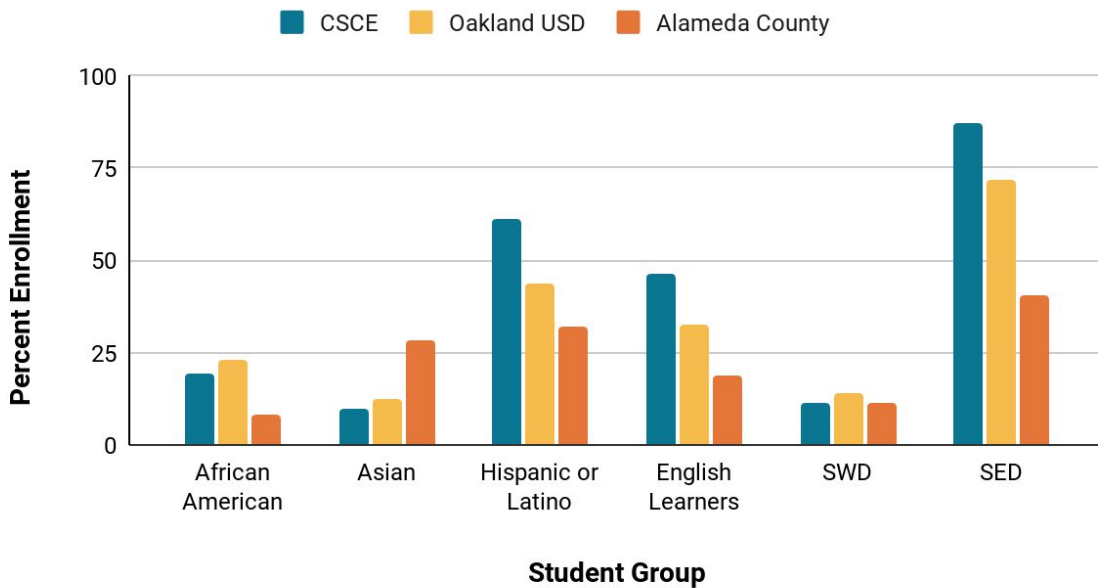
<b>CSCE Enrollment by Student Group (Percentage of Students)</b>						
<b>Student Group</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>English Learners</b>	23%	42.7%	51.9%	38.9%	47.7%	46.4%
<b>Foster Youth</b>	0.5%	0%	0%	0%	0.4%	0.7%
<b>Homeless Youth</b>	0%	0%	0%	0%	0%	0%
<b>Migrant Education</b>	0%	0%	0%	0%	0%	0%
<b>Students with Disabilities</b>	15.7%	14.1%	13.9%	10.3%	14.1%	11.6%
<b>Socioeconomically Disadvantaged</b>	74.3%	82.8%	71.6%	78.2%	59.3%	87.3%
<b>TOTAL ENROLLMENT</b>	<b>191</b>	<b>192</b>	<b>208</b>	<b>252</b>	<b>241</b>	<b>267</b>

Source for the above tables: California DataQuest, <https://dq.cde.ca.gov/dataquest/>

## CSCE Demographic Trend Over Time



## 2019-20 Demographics Comparison



Source for the above charts: California DataQuest, <https://dq.cde.ca.gov/dataquest/>