

Community School for Creative Education

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2018-19)

| School Contact Information | |
|-----------------------------------|--|
| School Name | Community School for Creative Education |
| Street | 2111 International Blvd. |
| City, State, Zip | Oakland, CA 94606-4903 |
| Phone Number | (510) 686-4131 |
| Principal | Monique Brinson |
| E-mail Address | moniqueb@communityschoolforcreativeeducation.org |
| Web Site | www.communityschoolforcreativeeducation.org |
| CDS Code | 01 10017 0123968 |

| District Contact Information | |
|-------------------------------------|--|
| District Name | Community School for Creative Education |
| Phone Number | (510) 686-4131 |
| Superintendent | Ida Oberman |
| E-mail Address | idao@communityschoolforcreativeeducation.org |
| Web Site | www.communityschoolforcreativeeducation.org |

School Description and Mission Statement (School Year 2018-19)

We are the country's first Transitional K - 8 Grade Intercultural Public Waldorf School. We are a Standards-Aligned, Equity-Focused Charter. Oakland Community Organizations is our founding and key partner.

Our Vision Is:

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

Our Mission Is:

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

CSCE Mission and “What Do We Stand For”

Our Mission is inspired by the Rudolf Steiner Waldorf methodology to partner with families and communities to provide a rigorous, highly personalized, college preparatory program integrated into a culturally rich, arts-infused curriculum 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 Community School for Creative Education.

The School Rests On Three Pillars:

We commit to:

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

These pillars provide the school's foundation and direction.

We commit to knitting these together as a professional learning community continuously refining and reflecting on data as we go. We Recognize Learning to Read as a Key Portal on the Path: We recognize: Learning to read well is the cornerstone of creating equitable outcomes for our children. We do it through integration of:

- Direct and systematic phonics instruction, close reading, guided reading, shared reading and interactive reading in Reader's and Writer's workshop (see Renewal, p 20);
- Core Waldorf practices: Teaching through the artistic; employing main lesson; main lesson book; reinforcement through subjects. (CSCE Renewal, p. 20 & p.25) We follow cutting-edge learning theory by drawing from Waldorf practices in our lesson design which moves from whole (the story) to part (direct instruction) and back to whole (the artistic activity).

We Aim To Be Preventive Rather Than Reactive: The aim of CSCE is to focus on prevention, intervention and acceleration of all students. To achieve this goal, we are committed to create a process similar to Response to Intervention (RTI) and Positive Behavior Interventions and Supports (PBIS) that together provide staff a routine systematic way to identify students in need early on so they can be provided with appropriate interventions.

Our Accountability is To Ourselves: We commit to conducting ongoing inquiry together around focus areas, collecting data and reflecting on outcomes (Cycle of Inquiry). By inquiring and assessing frequently, regularly and using multiple measures (CSCE Renewal, p. 52-59) we learn how to do our work better. We engage multiple modalities and interdisciplinary curriculum drawing from Waldorf.

Our goal is to: Meet Common-Core Standards: 80% of 5th graders and beyond will meet or exceed standards in both English Language Arts and Math.

Specifically, in reading, our target is:

- by end of first grade, a fluency rate of 60 words per minute
- by end of third grade, a fluency rate of 110 words per minute
- by end of fifth grade, a fluency rate of 140 words per minutes (see Renewal, pp. 27-28)

Do that and more: Develop life-long leaders by harnessing Waldorf inspired methods

Do that for all: Both those who are "school dependent" and those who are not

Student Enrollment by Grade Level (School Year 2017-18)

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 59 |
| Grade 1 | 30 |
| Grade 2 | 30 |
| Grade 3 | 30 |
| Grade 4 | 23 |
| Grade 5 | 31 |
| Grade 6 | 23 |
| Grade 7 | 16 |
| Grade 8 | 10 |
| Total Enrollment | 252 |

Student Enrollment by Group (School Year 2017-18)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 19.0 |
| American Indian or Alaska Native | 2.4 |
| Asian | 9.1 |
| Filipino | 0.8 |
| Hispanic or Latino | 57.9 |
| Native Hawaiian or Pacific Islander | 0.4 |
| White | 4.0 |
| Socioeconomically Disadvantaged | 78.2 |
| English Learners | 38.9 |
| Students with Disabilities | 10.3 |
| Foster Youth | 0.0 |

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

| Teachers | School | | | District |
|--|---------|---------|---------|----------|
| | 2016-17 | 2017-18 | 2018-19 | 2018-19 |
| With Full Credential | 12 | 12 | 12 | 12 |
| Without Full Credential | 0 | 0 | 0 | 0 |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | 0 |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2016-17 | 2017-18 | 2018-19 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments * | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: February 2017

| Subject | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|-------------|--|----------------------------------|---|
| Mathematics | EngageNY | Yes | 0.0% |

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

| School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: December 2018 | | |
|---|---------------|---|
| System Inspected | Repair Status | Repair Needed and Action Taken or Planned |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Fair | |
| Interior: Interior Surfaces | Fair | |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | Fair | |
| Electrical: Electrical | Fair | |
| Restrooms/Fountains: Restrooms, Sinks/Fountains | Good | |
| Safety: Fire Safety, Hazardous Materials | Good | |
| Structural: Structural Damage, Roofs | Fair | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | | |

Overall Facility Rating (Most Recent Year)

| Year and month of the most recent FIT report: December 2018 | |
|---|------|
| Overall Rating | Fair |
| | |

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

| Subject | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) | | | | | |
|---|---|---------|----------|---------|---------|---------|
| | School | | District | | State | |
| | 2016-17 | 2017-18 | 2016-17 | 2017-18 | 2016-17 | 2017-18 |
| English Language Arts/Literacy (grades 3-8 and 11) | 16.0 | 30.0 | 34.0 | 43.0 | 48.0 | 50.0 |
| Mathematics (grades 3-8 and 11) | 23.0 | 22.0 | 27.0 | 35.0 | 37.0 | 38.0 |

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|----------------------------------|------------------|---------------|----------------|-------------------------|
| All Students | 132 | 127 | 96.21 | 29.92 |
| Male | 71 | 67 | 94.37 | 23.88 |
| Female | 61 | 60 | 98.36 | 36.67 |
| Black or African American | 28 | 27 | 96.43 | 29.63 |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 76 | 72 | 94.74 | 18.06 |
| White | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 84 | 81 | 96.43 | 20.99 |
| English Learners | 65 | 62 | 95.38 | 14.52 |
| Students with Disabilities | 25 | 25 | 100.00 | 8.00 |

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|----------------------------------|------------------|---------------|----------------|-------------------------|
| All Students | 132 | 129 | 97.73 | 22.48 |
| Male | 71 | 69 | 97.18 | 18.84 |
| Female | 61 | 60 | 98.36 | 26.67 |
| Black or African American | 28 | 26 | 92.86 | 19.23 |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 76 | 75 | 98.68 | 12 |
| White | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 84 | 81 | 96.43 | 16.05 |
| English Learners | 65 | 65 | 100 | 13.85 |
| Students with Disabilities | 25 | 25 | 100 | 8 |

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

| Subject | Percentage of Students Meeting or Exceeding the State Standard | | | | | |
|-------------------------------|--|---------|----------|---------|---------|---------|
| | School | | District | | State | |
| | 2016-17 | 2017-18 | 2016-17 | 2017-18 | 2016-17 | 2017-18 |
| Science (grades 5, 8, and 10) | N/A | N/A | N/A | N/A | N/A | N/A |

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2017-18)

| Grade Level | Percent of Students Meeting Fitness Standards | | |
|-------------|---|-----------------------|----------------------|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 5 | 36.7 | 13.3 | 3.3 |
| 7 | 33.3 | 20.0 | |

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2018-19)

Our parents are our children's first teachers The school works in partnership with the parents.

Key avenues for involvement are:

1. Ongoing volunteer opportunities:

- -classroom reps
- -participation in any classroom is encouraged

2. Weekly meetings include:

- -presenting at an Assembly
- -participation in parent and principal and executive director tea after weekly Assembly

3. Monthly meetings include:

- -Parent Meeting (build on research tested Head Start model of parent empowerment)
- -Break the Ice; Cultural Humility meetings with families and staff and community
- -Fundraising
- - School Site Council
- - Food Bank

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

| Rate | School | | | District | | | State | | |
|-------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2015-16 | 2016-17 | 2017-18 | 2015-16 | 2016-17 | 2017-18 | 2015-16 | 2016-17 | 2017-18 |
| Suspensions | 1.4 | 0.8 | 1.8 | 5.9 | 7.0 | 4.4 | 3.7 | 3.7 | 3.5 |
| Expulsions | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.1 | 0.1 | 0.1 |

School Safety Plan (School Year 2018-19)

The school has emergency drills on a regular schedule (e.g., earthquake, fire, shelter in place). Emergency exit maps are posted in each room. Plans are reviewed with the staff each August before the beginning of school. Plans are reviewed prior to each month's drill and reviewed to ensure best practices are being upheld.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

| Grade Level | 2015-16 | | | | 2016-17 | | | | 2017-18 | | | |
|-------------|-----------------|-------------------|-------|-----|-----------------|-------------------|-------|-----|-----------------|-------------------|-------|-----|
| | Avg. Class Size | Number of Classes | | | Avg. Class Size | Number of Classes | | | Avg. Class Size | Number of Classes | | |
| | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ |
| K | 17 | 2 | | | 26 | | 2 | | 30 | | 2 | |
| 1 | 25 | | 1 | | 24 | | 1 | | 30 | | 1 | |
| 2 | 28 | | 1 | | 27 | | 1 | | 30 | | 1 | |
| 3 | 25 | | 1 | | 21 | | 1 | | 30 | | 1 | |
| 4 | 24 | | 1 | | 25 | | 1 | | 23 | | 1 | |
| 5 | 23 | | 1 | | 22 | | 1 | | 31 | | 1 | |
| 6 | 18 | 1 | | | 19 | 1 | | | 23 | | 1 | |

Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Academic Counselors and Other Support Staff (School Year 2017-18)

| Title | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|---|----------------------------------|---|
| Academic Counselor | | - |
| Counselor (Social/Behavioral or Career Development) | | N/A |
| Library Media Teacher (Librarian) | | N/A |
| Library Media Services Staff (Paraprofessional) | | N/A |
| Psychologist | 1 | N/A |
| Social Worker | | N/A |
| Nurse | | N/A |
| Speech/Language/Hearing Specialist | 0.5 | N/A |
| Resource Specialist (non-teaching) | 1.5 | N/A |
| Other | | N/A |

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

| Level | Expenditures Per Pupil | | | Average Teacher Salary |
|--|------------------------|--------------------------|---------------------|------------------------|
| | Total | Supplemental/ Restricted | Basic/ Unrestricted | |
| School Site | 10,688.97 | 2,198.93 | 8,490.09 | 56,000 |
| District | N/A | N/A | 8,490.09 | 8,490.09 |
| Percent Difference: School Site and District | N/A | N/A | 0.0 | 147.3 |
| State | N/A | N/A | \$7,125 | 7,125 |
| Percent Difference: School Site and State | N/A | N/A | 17.5 | 154.9 |

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

na

Teacher and Administrative Salaries (Fiscal Year 2016-17)

| Category | District Amount | State Average for Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | | |
| Mid-Range Teacher Salary | | |
| Highest Teacher Salary | | |
| Average Principal Salary (Elementary) | | |
| Average Principal Salary (Middle) | | |
| Average Principal Salary (High) | | |
| Superintendent Salary | | |
| Percent of Budget for Teacher Salaries | | |
| Percent of Budget for Administrative Salaries | | |

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

On average .5 days a week

Methods: conference attendance, half day once a week together, small group once a week for an hour in addition, 7 days of summer institute, 5 professional development days during the year.

Primary areas: assessments, goal setting, curriculum desing, planning, professional development in best practices, reflection on data

Professional Development is delivered by professional conslutants from multiple Waldorf teacher training programs (Transforming Teaching Education for a Sustainable Future, Rudolf Steiner College, independent consultants).

The teachers are supported in a PLC through principal faciltiated meetings w here student performance data is used as a key fundamental for making instructional decissions. Furthermore, through evaluations of data over time the teachers have adopted school wide norms and strategies to support our ELL population.

Teachers are also provided release time to attend conferences and trainings offsite.