

Community School for Creative Education

California Department of Education School Accountability Report Card Reported Using Data from the 2014-15 School Year

Published During 2015-16

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 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](#) that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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.



Kathryn Wilson, Principal

Principal, Community School for Creative Education

About Our School

The Community School for Creative Education is among the most diverse schools in diverse Oakland. It is also the country's first Waldorf-inspired, equity-focused multicultural elementary charter in the country. We are proud of our brilliant children, our amazing teachers, our remarkable families and of the path we are on. We look forward to sharing our child centered approach to learning Common Core Standards with children in Transitional Kindergarten through the eighth grades.

Contact

*Community School for Creative Education
2111 International Blvd.
Oakland, CA 94606-4903*

*Phone: 510-686-4131
E-mail: info@communityschoolforcreativeeducation.org*

About This School

Contact Information - Most Recent Year

District Contact Information - Most Recent Year	
District Name	Alameda County Office of Education
Phone Number	(510) 887-0152
Superintendent	L Karen Monroe
E-mail Address	lkmonroe@acoe.org
Web Site	http://www.acoe.org

School Contact Information - Most Recent Year	
School Name	Community School for Creative Education
Street	2111 International Blvd.
City, State, Zip	Oakland, Ca, 94606-4903
Phone Number	510-686-4131
Principal	Kathryn Wilson, Principal
E-mail Address	info@communityschoolforcreativeeducation.org
Web Site	www.communityschoolforcreativeeducation.org
County-District-School (CDS) Code	01100170123968

Last updated: 2/1/2016

School Description and Mission Statement - Most Recent Year

We are the country's first Transitional K - 8 Grade Waldorf-Inspired, Standards-Aligned, Equity-Focused Charter. Oakland Community Organizations is our founding and key partner. We are now at Grades TK - 5 and will over the next 3 years expand to 8.

Our Vision Is:

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

Our Mission Is:

To achieve our vision, the Community School for Creative Education is a TK through 8th grade charter school that partners with families and communities to serve the richly diverse students of Oakland, California. The school is committed to promoting equity in education by providing a rigorous, standards-based academic program integrated into a culturally rich, arts-infused curriculum and guided by ongoing assessment. Through nurturing the whole child – head, heart, and hands – our school prepares o culturally competent, o well-rounded, o 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, ell-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)

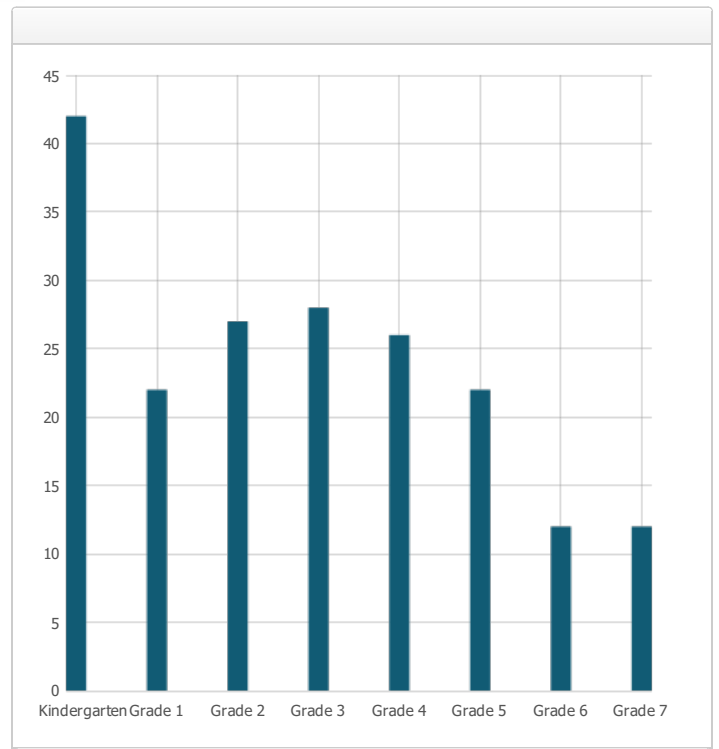
Do that and more: Develop life-long leaders by harnessing Waldorf inspired methods

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

Last updated: 2/1/2016

Student Enrollment by Grade Level (School Year 2014-15)

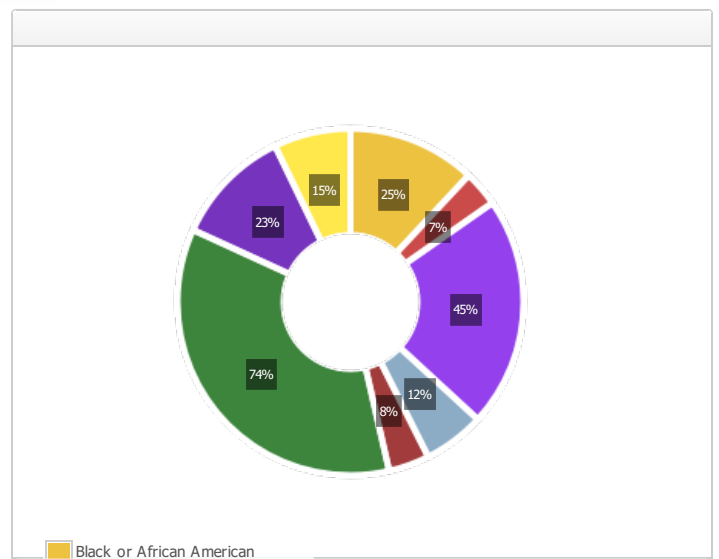
Grade Level	Number of Students
Kindergarten	42
Grade 1	22
Grade 2	27
Grade 3	28
Grade 4	26
Grade 5	22
Grade 6	12
Grade 7	12
Total Enrollment	191



Last updated: 2/1/2016

Student Enrollment by Student Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	25.1 %
American Indian or Alaska Native	0.5 %
Asian	7.9 %
Filipino	0.0 %
Hispanic or Latino	45.0 %
Native Hawaiian or Pacific Islander	0.0 %
White	12.6 %
Two or More Races	8.4 %
Socioeconomically Disadvantaged	74.3 %
English Learners	23.0 %
Students with Disabilities	15.7 %
Foster Youth	0.5 %



Last updated: 2/1/2016

A. Conditions of Learning

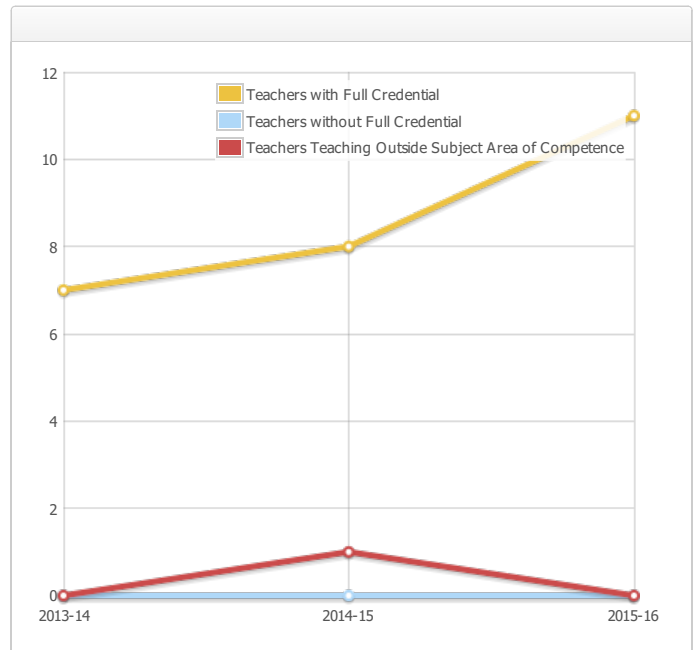
State Priority: Basic

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

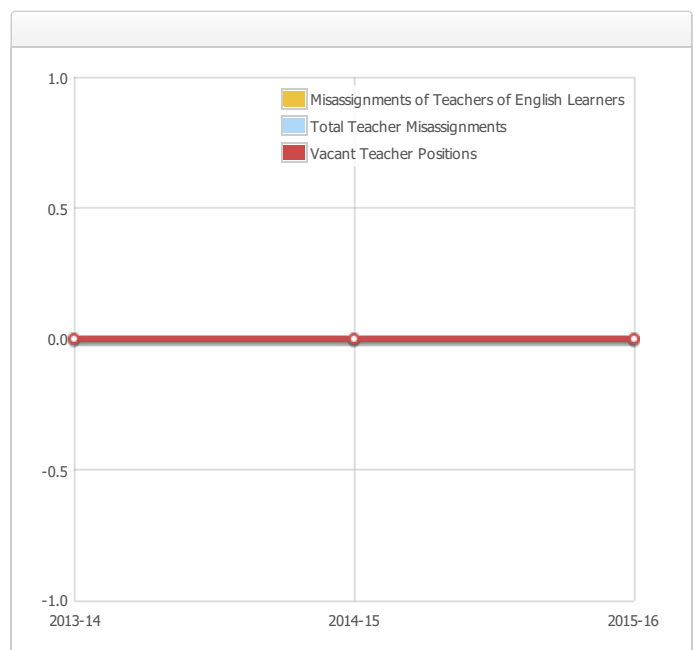
Teachers	School		District	
	2013-14	2014-15	2015-16	2015-16
With Full Credential	7	8	11	11
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	1	0	0



Last updated: 2/1/2016

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
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.

Last updated: 2/1/2016

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.0%	0.0%
All Schools in District	100.0%	11.0%
High-Poverty Schools in District	89.0%	11.0%
Low-Poverty Schools in District	95.0%	5.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year

Year and month in which data were collected:

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts			0.0 %
Mathematics	EngageNY	Yes	0.0 %
Science			0.0 %
History-Social Science			0.0 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqmt (Grades 9-12)			0.0 %

Last updated: 2/1/2016

School Facility Conditions and Planned Improvements - Most Recent Year

Fair
Fair
Fair

Last updated: 2/1/2016

School Facility Good Repair Status - Most Recent Year

Year and month in which data were collected: December 2015

System Inspected	Rating	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	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences		

Overall Facility Rate - Most Recent Year

Year and month in which data were collected: December 2015

Overall Rating

Last updated: 2/1/2016

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], Science California Standards Tests); and
- The percentage of pupils 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts / Literacy (grades 3-8 and 11)	27.0%	2.0%	44.0%
Mathematics (grades 3-8 and 11)	21.0%	1.0%	33.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 2/1/2016

CAASPP Assessment Results - English Language Arts (ELA)**Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)****ELA - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	26	24	92.3%	46.0%	25.0%	21.0%	4.0%
Male	26	10	38.5%	--	--	--	--
Female	26	14	53.8%	50.0%	21.0%	21.0%	7.0%
Black or African American	26	9	34.6%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	26	1	3.8%	--	--	--	--
Filipino	26	1	3.8%	--	--	--	--
Hispanic or Latino	26	12	46.2%	42.0%	25.0%	33.0%	0.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	26	19	73.1%	47.0%	21.0%	26.0%	0.0%
English Learners	26	8	30.8%	--	--	--	--
Students with Disabilities	26	5	19.2%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 2/1/2016

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	26	24	92.3%	63.0%	4.0%	17.0%	13.0%
Male	26	9	34.6%	--	--	--	--
Female	26	15	57.7%	53.0%	0.0%	20.0%	20.0%
Black or African American	26	3	11.5%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	26	1	3.8%	--	--	--	--
Hispanic or Latino	26	10	38.5%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	26	7	26.9%	--	--	--	--
Two or More Races	26	3	11.5%	--	--	--	--
Socioeconomically Disadvantaged	26	15	57.7%	73.0%	7.0%	13.0%	0.0%
English Learners	26	6	23.1%	--	--	--	--
Students with Disabilities	26	3	11.5%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 2/1/2016

ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	22	22	100.0%	45.0%	27.0%	14.0%	9.0%
Male	22	11	50.0%	55.0%	18.0%	9.0%	9.0%
Female	22	11	50.0%	36.0%	36.0%	18.0%	9.0%
Black or African American	22	7	31.8%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	22	3	13.6%	--	--	--	--
Filipino	22	1	4.5%	--	--	--	--
Hispanic or Latino	22	7	31.8%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	22	2	9.1%	--	--	--	--
Two or More Races	22	2	9.1%	--	--	--	--
Socioeconomically Disadvantaged	22	14	63.6%	64.0%	14.0%	14.0%	7.0%
English Learners	22	4	18.2%	--	--	--	--
Students with Disabilities	22	5	22.7%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 2/1/2016

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	21	19	90.5%	26.0%	37.0%	21.0%	11.0%
Male	21	11	52.4%	27.0%	27.0%	27.0%	9.0%
Female	21	8	38.1%	--	--	--	--
Black or African American	21	5	23.8%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	21	1	4.8%	--	--	--	--
Filipino	21	0	0.0%	--	--	--	--
Hispanic or Latino	21	7	33.3%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	21	3	14.3%	--	--	--	--
Two or More Races	21	3	14.3%	--	--	--	--
Socioeconomically Disadvantaged	21	16	76.2%	25.0%	44.0%	25.0%	0.0%
English Learners	21	3	14.3%	--	--	--	--
Students with Disabilities	21	5	23.8%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 2/1/2016

CAASPP Assessment Results - Mathematics**Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	26	25	96.2%	32.0%	32.0%	28.0%	0.0%
Male	26	11	42.3%	36.0%	27.0%	18.0%	0.0%
Female	26	14	53.8%	29.0%	36.0%	36.0%	0.0%
Black or African American	26	9	34.6%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	26	1	3.8%	--	--	--	--
Filipino	26	1	3.8%	--	--	--	--
Hispanic or Latino	26	13	50.0%	23.0%	46.0%	23.0%	0.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	26	20	76.9%	40.0%	30.0%	25.0%	0.0%
English Learners	26	8	30.8%	--	--	--	--
Students with Disabilities	26	5	19.2%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 2/1/2016

Mathematics - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	26	24	92.3%	63.0%	21.0%	8.0%	4.0%
Male	26	9	34.6%	--	--	--	--
Female	26	15	57.7%	60.0%	27.0%	7.0%	7.0%
Black or African American	26	3	11.5%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	26	1	3.8%	--	--	--	--
Hispanic or Latino	26	10	38.5%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	26	7	26.9%	--	--	--	--
Two or More Races	26	3	11.5%	--	--	--	--
Socioeconomically Disadvantaged	26	15	57.7%	73.0%	27.0%	0.0%	0.0%
English Learners	26	6	23.1%	--	--	--	--
Students with Disabilities	26	3	11.5%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Last updated: 2/1/2016

Mathematics - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	22	22	100.0%	45.0%	27.0%	9.0%	14.0%
Male	22	11	50.0%	36.0%	27.0%	9.0%	18.0%
Female	22	11	50.0%	55.0%	27.0%	9.0%	9.0%
Black or African American	22	7	31.8%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	22	3	13.6%	--	--	--	--
Filipino	22	1	4.5%	--	--	--	--
Hispanic or Latino	22	7	31.8%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	22	2	9.1%	--	--	--	--
Two or More Races	22	2	9.1%	--	--	--	--
Socioeconomically Disadvantaged	22	14	63.6%	50.0%	21.0%	14.0%	7.0%
English Learners	22	4	18.2%	--	--	--	--
Students with Disabilities	22	5	22.7%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Last updated: 2/1/2016

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	21	21	100.0%	33.0%	24.0%	19.0%	0.0%
Male	21	13	61.9%	23.0%	23.0%	23.0%	0.0%
Female	21	8	38.1%	--	--	--	--
Black or African American	21	5	23.8%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	21	1	4.8%	--	--	--	--
Filipino	21	1	4.8%	--	--	--	--
Hispanic or Latino	21	8	38.1%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	21	3	14.3%	--	--	--	--
Two or More Races	21	3	14.3%	--	--	--	--
Socioeconomically Disadvantaged	21	17	81.0%	41.0%	24.0%	12.0%	0.0%
English Learners	21	4	19.0%	--	--	--	--
Students with Disabilities	21	5	23.8%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 2/1/2016

California Standards Tests for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	--	64.0%	36.0%	--	3.0%	10.0%	--	60.0%	56.0%

Note: Scores are not shown 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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 2/1/2016

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	10.0%
All Students at the School	36.0%
Male	45.0%
Female	27.0%
Black or African American	--
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	--
Native Hawaiian or Pacific Islander	--
White	--
Two or More Races	--
Socioeconomically Disadvantaged	28.0%
English Learners	--
Students with Disabilities	--
Students Receiving Migrant Education Services	--
Foster Youth	--

Note: Scores are not shown 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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 2/1/2016

Career Technical Education Programs (School Year 2014-15)

n/a

*Last updated: 2/1/2016***Career Technical Education Participation (School Year 2014-15)**

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	--
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

*Last updated: 2/1/2016***Courses for University of California and/or California State University Admission**

UC/CSU Course Measure	Percent
2014-15 Pupils Enrolled in Courses Required for UC/CSU Admission	0.0%
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

State Priority: Other Pupil Outcomes

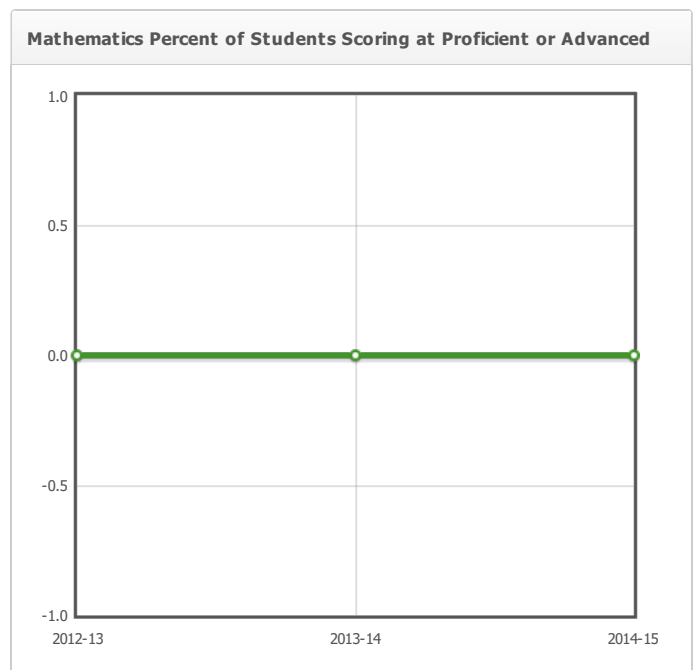
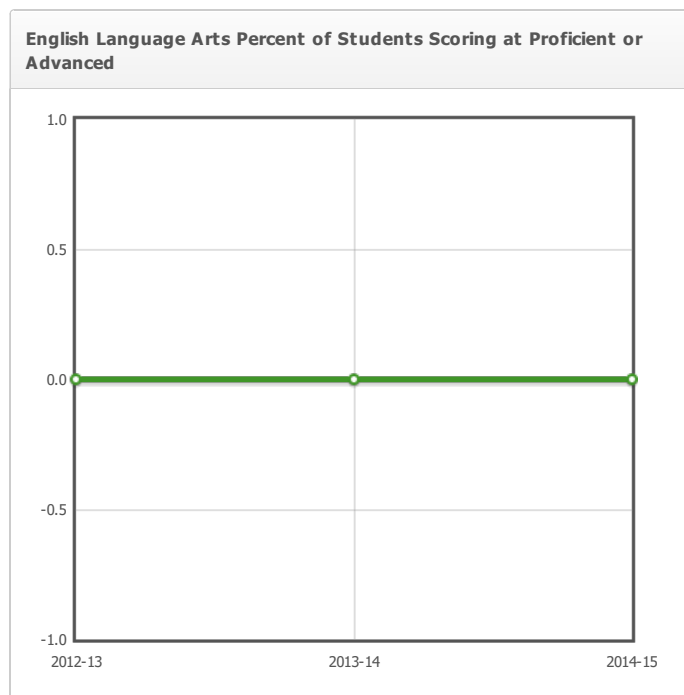
The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education

California High School Exit Examination Results For Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English Language Arts	0.0%	0.0%	0.0%	37.0%	33.0%	37.0%	57.0%	56.0%	58.0%
Mathematics	0.0%	0.0%	0.0%	37.0%	36.0%	36.0%	60.0%	62.0%	59.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.



Last updated: 2/1/2016

California High School Exit Examination Grade Ten Results by Student Group (School Year 2014-15) (if

applicable)

Student Group	English Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	--	--	--	--	--	--
All Students at the School	--	--	--	--	--	--
Male	--	--	--	--	--	--
Female	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	--
Asian	--	--	--	--	--	--
Filipino	--	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--	--
White	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--	--
English Learners	--	--	--	--	--	--
Students with Disabilities	--	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 2/1/2016

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards

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.

Last updated: 2/1/2016

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 schoolsite

Opportunities for Parental Involvement - Most Recent Year

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

State Priority: Pupil Engagement

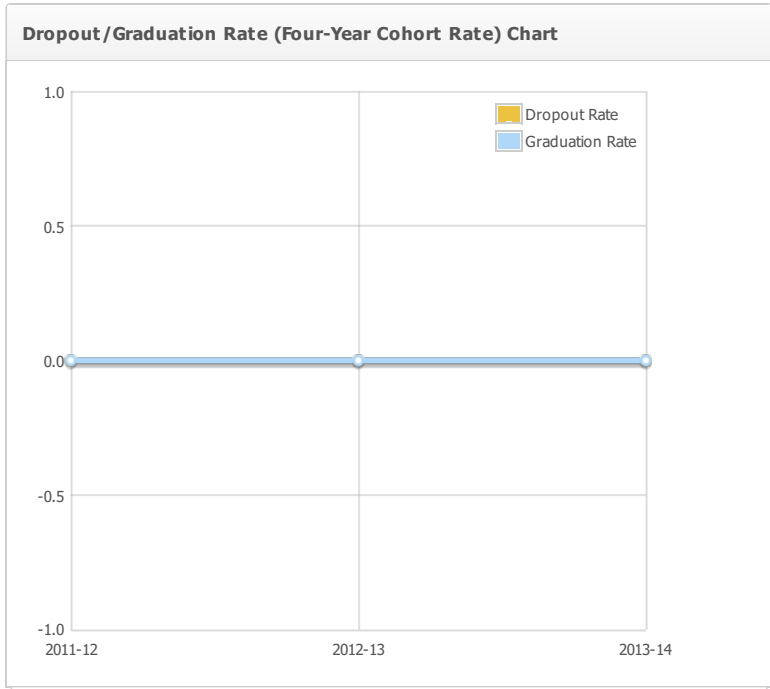
Last updated: 2/1/2016

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	13.1%	11.4%	11.5%
Graduation Rate	0.00	0.00	0.00	79.80	80.80	82.90	78.87	80.44	80.95



Last updated: 2/1/2016

Completion of High School Graduation Requirements

Student Group	Graduating Class of 2014		
	School	District	State
All Students	--	109	84
Black or African American	--	108	76
American Indian or Alaska Native	--	33	78
Asian	--	100	92
Filipino	--	200	96
Hispanic or Latino	--	96	81
Native Hawaiian or Pacific Islander	--	50	83
White	--	172	89
Two or More Races	--	71	82
Socioeconomically Disadvantaged	--	125	81
English Learners	--	79	50
Students with Disabilities	--	103	61
Foster Youth	--	--	--

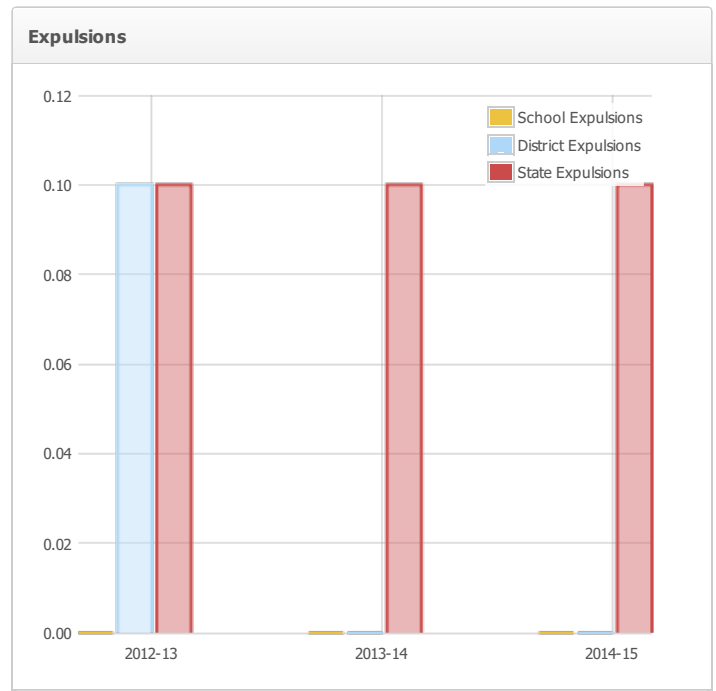
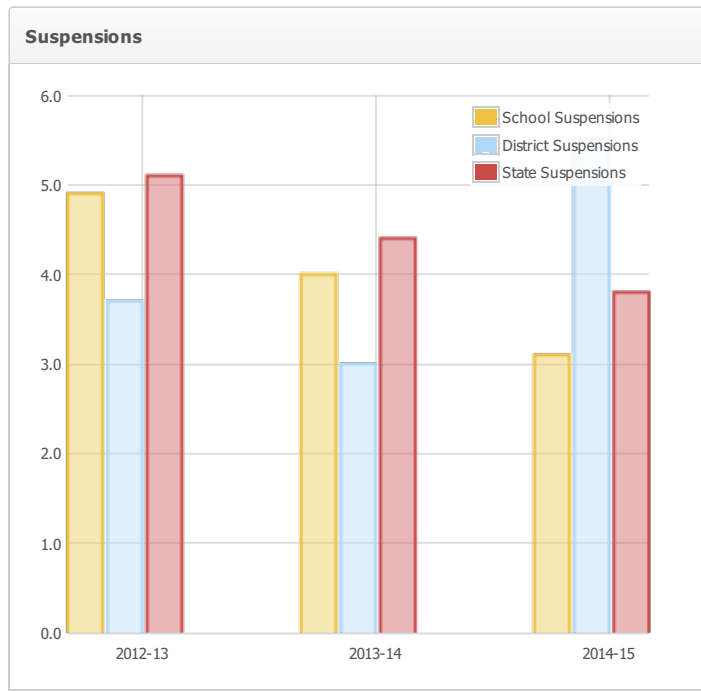
State Priority: School Climate

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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	4.9	4.0	3.1	3.7	3.0	5.5	5.1	4.4	3.8
Expulsions	0.0	0.0	0.0	0.1	0.0	0.0	0.1	0.1	0.1



Last updated: 2/1/2016

School Safety Plan - Most Recent Year

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.

Last updated: 2/1/2016

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	No	No	
Met Participation Rate - English Language Arts	Yes	No	
Met Participation Rate - Mathematics	No	No	
Met Percent Proficient - English Language Arts	N/A	N/A	
Met Percent Proficient - Mathematics	N/A	N/A	
Met Attendance Rate			
Met Graduation Rate	N/A	Yes	

Last updated: 2/1/2016

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2008-2009
Year in Program Improvement		Year 5
Number of Schools Currently in Program Improvement	N/A	5
Percent of Schools Currently in Program Improvement	N/A	62.5%

Note: Cells with NA values do not require data.

Last updated: 2/1/2016

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13			2013-14			2014-15		
	Average Class Size	Number of Classes *		Average Class Size	Number of Classes *		Average Class Size	Number of Classes *	
		1-20	21-32		33+	1-20		21-32	33+
K	24.0		2	21.0		2	19.0	8	8
1	23.0		1	35.0		1	22.0		1
2	25.0		1	27.0		1	27.0		8
3	23.0		1	20.0	1		25.0		7
4	18.0	1		27.0		1	23.0		8
5	24.0			21.0		1	21.0		8
6	12.0						23.0		8
Other							23.0		8

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

Last updated: 2/1/2016

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13			2013-14			2014-15					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English												
Mathematics												
Science												
Social Science												

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 2/1/2016

Academic Counselors and Other Support Staff (School Year 2014-15)

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	1.5	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.

Last updated: 2/1/2016

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	--	--	--	--
District	N/A	N/A	\$0.0	\$0.0
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$5348.0	\$0.0
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 2/1/2016

Types of Services Funded (Fiscal Year 2014-15)

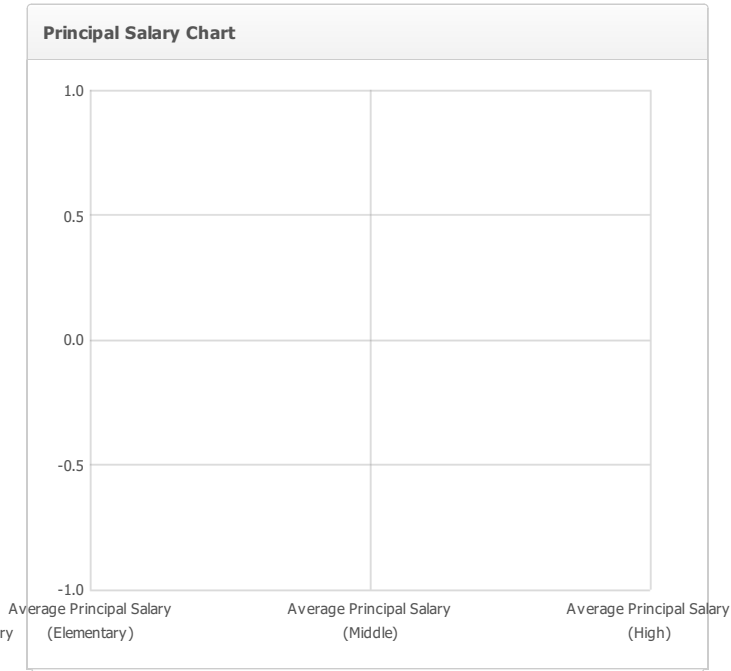
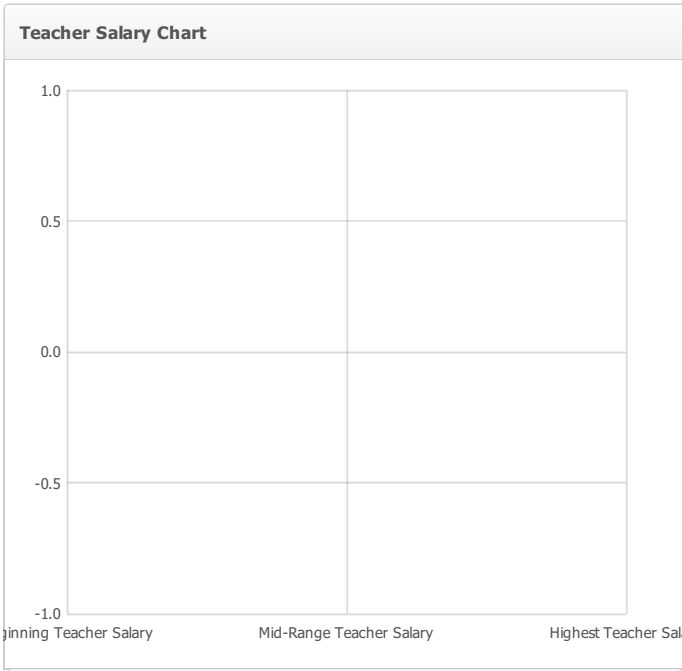
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Last updated: 2/1/2016

Teacher and Administrative Salaries (Fiscal Year 2013-14)

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/> .



Last updated: 2/1/2016

Advanced Placement Courses (School Year 2014-15)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All Courses		--

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

*Where there are student course enrollments.

Note : AP means Advanced Placement.

Last updated: 2/1/2016

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, reflecton 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 faciliated meetings where student performance data is used as a key fundamental for making instructional decisions. 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.

Last updated: 2/1/2016