

**CSCE CHARTER RENEWAL PERFORMANCE REPORT – OPEN RESPONSES**  
(aka: Appendix G)

**1. Instruction**

*Describe any unique schoolwide instructional practices that have positively impacted student outcomes.*

CSCE’s instructional design is grounded in the oldest progressive movement, Waldorf education launched in 1919, linked with other best practices, aligned with standards to advance equity.

**ENGAGING HEAD HEART AND HAND.**

Grounded in Waldorf education’s focus on the whole child, CSCE’s instructional approach engages head heart and hand, i.e. all instruction is brought through movement, music, art, handwork and speech, as well as direct instruction, to offer a wide range of access points to the curriculum, engaging learners, and developing the wide ranging aspects of each learner.

- Authentic learning. Grounded in Steiner’s theory of child development, CSCE curriculum and instruction focuses not only on preparing for career and college, but also preparing for meaningful lives in the broadest sense. Students are developed for physical, social, artistic, and cognitive meaningful engagement in the world by continuously seeking engagement with authentic projects through questions true to the child’s life outside of the walls of the school. For these reasons, students make their own text books to learn academic content, knit their own socks to learn math, and build their own benches to learn physics and botany.
- Circle Time. Every morning, first as whole school, and then in individual classes, students are engaged with their teacher in ‘circle time’ in which students are immersed in a language-rich empowerment of storytelling, singing, and movement. Stories and singing are chosen by the season and cultural traditions of the families within the school.
- The structure of the school and classroom matter. Using dynamic, nuanced colors found in nature, known as ‘lazure colors’, classrooms and school walls are painted in developmentally appropriate colors aimed to be calming, grounding, and create a space for safe, strong learning.
- Teachers loop with the class TK-K; 1-5 and 6-8. Teacher and students remain together through the grades. This ‘looping’ holds the following benefits:
  - a. Deepened relationships among students and teacher, teacher and families, and students amongst each other.
  - b. Especially valuable for traditionally marginalized students afforded in this family model with higher reliability and deeper opportunity to build trust.
  - c. Allows for a richer curriculum, as teachers can show connections between what went before and what is following after.

**WORLD LANGUAGE INSTRUCTION FROM TK ON.**

Starting in transitional Kindergarten (TK) and through the grades, CSCE students learn at least one (ideally two) world language in addition to English. In addition, communication with families is offered in all languages represented in the parent family body, with professional translators and interpreters.

- Regular instructional visits and collaboration with Waldorf schools around the globe. TK–8 students and families lead in hosting regular visits from Waldorf educators from across the globe, from Cheng-Du China to Sao Paulo Brazil, and Berlin Germany. When students host, tour, and conduct interviews with these guests, they build their leadership and relational capital in a global community of learners and leaders.

- Instruction embracing the child as global citizen. The instructional course of Global Scholars in Upper Grades (unique to CSCE, the only global Scholars school in Oakland or the San Francisco Bay Area) underscores that students are in relationship with peers around the globe. Building from TK on, students experience guests from other parts of the United States and other countries. It is important for students to learn from other cultures to participate fully as world citizens.

## 2. Areas of Success

*Describe any unique areas of success beyond traditional academic measures.*

Critical areas of success include:

- Students' high artistic ability. From its founding, CSCE makes nurturing students' artistic abilities a priority. The students' Main Lesson Books, CSCE annual calendar (produced from student work) and the student artwork adorning CSCE's walls affirm this critical area of success.
- Students' high levels of community engagement. During the middle of the 2019-2020 school year, CSCE experienced a high influx of middle schoolers. With this surge of students, the Middle School's special needs percentage grew from 14% schoolwide to 23%. By self-reported feedback, families, teachers, and students remarked on how well students were able to welcome their new classmates and make them feel at home (after an initial adjustment). The cultural data bore this out. Suspensions in 2019-2020 went from 15.4% to 1.1 % (versus 3.8% OUSD), placing it in top index level of schools in the CORE Collaborative. In the CORE Middle School SEL student survey 2019-2020, students' Growth Mindset grew from 56% to 62% (+6%); grew from 37% to 50% on Self Efficacy (+13%), and grew from 51% to 61% on Self-Management(+10%). The middle schoolers also grew academically in this year to reach 89% growth on ELA and 90% growth percentile in math compared to others in the CORE Collaborative.
- Students' ability to think and act globally locally. Global Scholars is a signature digital exchange program for children ages 10-13; it operates in public school classrooms around the globe, helping students deepen their understanding of their own cultural and historical contexts and giving them intellectual tools to appreciate the opportunities and challenges faced by those living in other places. The Global Scholars program at CSCE is in its 4th year of partnership with the New York City-based Global Scholars, part of Globalities. (Click [here](#) to review their 2019 Program Evaluation Report). Global Scholars connects CSCE youth with their peers in 53 cities around the globe. The program promotes skills that all youth today will require for citizenship in tomorrow's world. CSCE is the only school in the San Francisco Bay Area to offer this unique opportunity to build students' global competencies. Over the past three years, 58 CSCE middle school students have won *Global Scholars Certificates of Achievement* for excellence in perspective-taking; understanding and appreciating culture; respectful communication; critical thinking; collaboration and community action; due to their quality work in the program's annual community online projects.
- Students' ability to lead with others for their communities. CSCE students as young as 6<sup>th</sup> graders were time keepers in the September OUSD District 5 Candidate Forum. CSCE students volunteered for distributing food at the school's Food Bank; and found new ways to bring food to the greater San Antonio community through a 7<sup>th</sup> grade project. Students have also led community-wide clean ups of San Antonio neighborhood; and walked door-to-door with their families and educators to 'get out the vote.' CSCE was subsequently featured in a Families in Action [blog post](#) for leading in 100% voting.

In February 2020, CSCE "Peace Keepers" (students from 3<sup>rd</sup>-5<sup>th</sup> grades) presented to Councilmember Nikki Fortunato Bas, Oakland city officials, and AC Transit officials their request to make Solano Way (the street where the school does drop off) one way, install speed bumps, and repave the street for community safety. The request was approved by Oakland Department of Transportation, though implementation is now delayed due to the COVID-19 pandemic.

### 3. Diversity of student enrollment

***What are the strategies and processes that you have put in place to ensure your school enrolls a diverse student population (e.g. racial/ethnic balance, representation of English Learners, students with disabilities, or of homeless status)?***

Our strategies reflect the multi-cultural and multi-lingual which are founding commitments of CSCE to the Oakland community. The first work of the design team in 2008 was to ask who were the families in the San Antonio and where do we need to go to seek a place where we could meet and hear from them? We discovered what was topmost on their minds in terms of educating their children; to see if there was a match between the hopes and dreams for their children and the intercultural public Waldorf school we were shaping. Subsequently, those parents and guardians were invited to join the design team with focus to build a multi-cultural multi-lingual Waldorf school. That work continues through regular meetings with faith leaders, community leaders, political leaders, and family groups; and has become a signature feature of CSCE's work in and with community. Out of this steady work – we know it is never done – has grown our school, one of the most diverse and most deeply networked in surrounding community in Oakland and the state.

The 2019-2020 CSCE student population is representative of the dynamic city we are proud to call home; where 85% of students are eligible for free & reduced-price meals and 46% are English Learners. Both categories exceed the rate of the local school district; OUSD's student population is 72% FRPL and 31% English Learners. CSCE welcomes all students, especially our students with disabilities. Currently, 14% of students at CSCE are classified as special education. CSCE's enrollment rate of Hispanic/Latinx students exceeds the district's percentage (61% vs. 44%) while 19% of our students are African American.

The CSCE team has worked tirelessly over the charter term to ensure that CSCE is welcoming and serving all students well. We are not only proud of the diversity demonstrated in this data, but also proud of the clear academic gains demonstrated by nearly every diverse group within CSCE over the past few years.

### 4. Student engagement

***Are there opportunities for students to be involved in decision-making and the governance of the school?***

***What is an example of a change you have made to the school based on student feedback?***

**CSCE Student Council represents grades 6 – 8.**

Important decisions Student Council has affected include:

- CSCE 8<sup>th</sup> Grade Prom (launched 2018)
- CSCE Upper Grades Halloween Dance (launched 2016)
- CSCE students presented to city officials to advocate for a safe, clean school neighborhood by making Solano Way a one way street for school drop-off safety on March 11 2020. Improvements were approved.

**Peace Keepers 3<sup>rd</sup> – 5<sup>th</sup> Grade**

- The school organized a community wide traffic safety effort based on their feedback Winter 2019-2020.

**Umoja Keepers 6<sup>th</sup> – 8<sup>th</sup> Grad**

- The school organized a school-wide clean up based on their feedback Winter 2019-2020.
- The school held an upper grade prom based on their feedback Spring 2019.

## 5. Family engagement

***How do families voice concerns?***

***Are there opportunities for families to be involved in decision-making and the governance of the school?***

***What is an example of a change you have made to the school based on family feedback?***

Families raise concerns through:

1. Open access to teachers and principal with commitment to a 24-hour response turn around
2. Direct meeting with teacher and/or principal, when requested
3. Monthly TK-5<sup>th</sup> Community Chat
4. Monthly Upper Grades Community Chat
5. Monthly Town Hall
6. Parents Families in Action meetings

Opportunities for families to be involved in decision making and governance:

1. Parents Families in Action
2. English Learner Advisory Committee
3. Class Parent
4. Gala Committee
5. Outreach Committee
6. Parent Family University
7. Sweat Pea Planning Team
8. Food Pantry Committee

Example of changes we made to the school based on family feedback:

1. Instituting Community Chats
2. Instituting Town Halls
3. Presenting to City Officials to make Solano Way street drop off safe
4. English Learner Advisory Committee (ELAC) launch in August 2020

## 6. Teacher engagement

***Are there opportunities for teachers to be involved in decision-making and the governance of the school?***

***What is an example of a change you have made to the school based on teacher feedback?***

CSCÉ Teachers are integrally involved in decision-making and governance of the school through:

- Instructional Leadership Team
- Operations Culture & Festivals Team
- Recruitment and Attendance
- Intervention and Acceleration

Examples of changes made to the school based on teacher feedback:

- 2-week Summer Institute with first week dedicated fully to CSCE Interculture Public Waldorf training (Summer 2020);
- Coaching from experienced public Waldorf coach Dr Goral throughout year with 4 2-days of coaching and PD (2020-2021);
- Re-launching Parent Teacher Home Visit Project 2020-2021 as pilot (rather than for all).

## 7. Performance of key student groups

***How is your education program addressing the needs of the below student groups? What is working well? What most needs improvement?***

***(a) English learners***

***(b) Students with disabilities***

***(c) Students in need of remediation***

***(d) Advanced students performing above grade level, and***

***(e) Any other student groups you are paying particular attention to***

Harnessing our Intercultural Public Waldorf Model of engaging the whole child and youth; looping with the same teacher through grades; continuously reinforcing coherence; working from whole- to part-; and engaging head, heart, and hand are showing encouraging results; especially for our subgroups. We have seen strong progress for key subgroups in academic indicators in ELA; and increasingly strong with some inconsistencies in Math.

Based on Student Survey Data, we've seen increase in reported sense of positive school attitudes for all students and reported subgroups.

**On academic indicators:**

- CSCE won a High Growth Award in 2018 for its achievement in CAASPP ELA.

**Latinx/Hispanic Students:**

- In 2019, CSCE won a high growth award for Latinx/Hispanic students from a public school.

**African American Students:**

- In 2019, CSCE scored highest among district and charter schools on ELA and Math CAASPP performance for its African American students with growth of 10 points and 8 points respectively in 38% on ELA and 19% in Math.

**English Learners:**

- During 2017-2019, CSCE outperformed district and State on English Learner Progress for three years in a row; though CSCE is poorer with 85% FRPL than district (72%) and state (59%); and serves more EL students than either district (31.3%) or state (18.6%).
- In 2019, brought LTEL % to 6.3%, outdistancing county (7.7%) and state (8.9%) though CSCE is poorer and serves more EL students than either district (31.3%) or state (18.6%).
- Students outranked ELA and Math proficiency. This positive trend held true for many of our student groups including FRL, EL, Hispanic/Latino, and Arabic speakers.

- While our large newcomer population has not typically performed well academically during their first year in the US, these students have made strong progress over time at Achieve.
- In fact, all students who attend Achieve from at least 1st grade show strong year-over-year growth in proficiency from 3rd through 5th grade. This trend is in large part due to the increased English language proficiency that students acquire over the years at Achieve.

**Students with Disabilities:**

Performance of Students with Disabilities has more than doubled from 2017-2019 moving from 7% in to 13% in ELA and held at 16% in 2017 a 2019 after a 2018 dip outperforming the district (7% in 2019) by more than double.

**Students in need of remediation and advanced students performing above grade level:**

At the middle school level, CSCE is in the 89<sup>th</sup> growth percentile in ELA and in the 90<sup>th</sup> growth percentile in Math, indicating it is in the top 10% for overall growth of its students in need of remediation in ELA and in the top 11% for overall growth of its students in need of remediation.

**What needs improvement:**

- Ensuring stable math growth. In math we are strengthening through adoption of Eureka Math school-wide, complemented with Kahn Academy for optimal implementation and acceleration where needed.
- Suspension and Chronic Absences. While CSCE is not satisfied the recent performance on non-academic school culture indicators of suspension and attendance, we have made the goal of bringing chronic absenteeism to 5% for all student groups one critical focus and bringing suspension across all student groups to lower than 1.5% another.

Our Waldorf programming, joined with positive behavior incentive systems, have reduced our suspension rate to almost none at the middle school level for all, across all subgroups. We've reduced suspension rates at lower grade levels to below 1.5% for all with the important exception of students with disabilities (9.5%) and African American students (5.6%). We are continuing focused efforts this year (prior to the pandemic) with professional development for teachers and targeted coaching.

Despite our effort to streamline parent communications and develop systems to incentivize consistent attendance and provide early interventions for students at risk of chronic absenteeism, our overall chronic absence rate has followed the city-wide trend, even increasing by a few points since 2017. This challenge is most acute with our African American, Hispanic socio-economically disadvantaged students; and higher than average among our students with disabilities and English Language learners.

We were, prior to the pandemic, working on identifying root causes of the students who are chronically absent using the research based 'chronic absence data protocol' and 'Attendance Playbook: Smart Solutions to Reducing Chronic Absenteeism' from FutureEd at Georgetown University. We had also begun to work with the Family Resource Center and other community partners to intervene with target families whose children are regularly absent. This work will continue this year, and we have structured our remote learning model to ensure there are many adults taking on case management of struggling students and families.

**8. Governance**

*Beyond board meetings, how does the governing board interact with students, parents, and/or teachers?*

*Does the governing board evaluate the school leader? If so, how?*

*Provide an example of a recent issue or policy that the board is working on.*

**Beyond board meetings, how does the governing board interact with students, parents, and/or teachers?**

CSCE has three parent members on its board. In addition, CSCE board members are encouraged to pay site visits at least once a year. The Board does an annual practice of dedicated giving to the school which is part philanthropy and part service. In the past two years, the annual board giving has been dedicated to the CSCE gardens. The board has dedicated a Saturday to do planting and has donated to the garden. CSCE board members are expected to attend at least two school events per year so they can observe school communities in action. The CSCE Fundraising Committee is led by a board member and is supported by the board through monetary contributions and volunteer hours.

**Does the governing board evaluate the school leader? If so, how?**

The governing board evaluates the Executive Director, the organization-wide leader, on an annual basis. This evaluation consists of an outcomes-based review aligned to the job description. The evaluation is conducted by board members on the Executive Committee through an analysis of board-approved targets compared against actual achievement data.

**Provide an example of a recent issue or policy that the board is working on.**

During the summer of 2020, the CSCE Board launched a two-year Policy Audit, which has been focused on policies included in the Renewal, so far, which will be followed by a review of the remaining policies. In this work, Board will work with CSCE senior leadership team.

**9. Innovation**

*What are 2-3 innovative practices at your school that would be challenging to implement in a district school setting?*

**Full-Service Community School**

As a full-service community school that serves the San Antonio neighborhood of Oakland, CSCE has stressed the powerful innovation of extending the whole child and whole school to the whole community, through its Intercultural Public Waldorf, Full-Service Community School model. The charter context, with its inherent flexibility, allows CSCE to nimbly build and deepen partnerships to ensure this vibrant ‘all-day everyday’ support structure to students and their families, and might be challenging to implement in a district school setting.

**Teacher Looping 1<sup>st</sup> – 5<sup>th</sup> Grades**

While a growing body of research affirms what Waldorf education has known for over 100 years across over 100 countries, it is not readily possible to ensure looping, i.e. moving the same teacher through multiple grades, within district school settings.

**Education through the Arts**

The commitment to engage as an artist, with your subject and children, whether you be a math teacher, a science teacher, or a fifth-grade general education teacher; extends beyond current job descriptions of elementary and middle school teachers in district schools. While all CSCE teachers are asked to sing, play recorder, paint, draw and engage in artistic movement, this is not a stated job description in district schools filling parallel roles.

We believe looping and all teachers incorporating in their practice being art teachers are just two of the practices that would not be easy to implement in the district setting because it would need to be negotiated with the OEA. We would welcome the opportunity to be disproven as we hold to the original intent of charter law that charters should test innovations at the margins to inform the center.

**10. Verified Data** (only applicable to schools meeting the middle or low renewal tier criteria; ACOE may follow up with further requests around this data, including the raw data.)

*For data that the school considers to be meeting the Ed Code definition of “verified data,” please include a summary of the results from your school’s verified data.*

*Please also describe how and to what extent the data shows evidence that the school achieved measurable increases in academic achievement (defined by at least one year’s progress for each year in the school)*

Starting in 2014, we adopted the NWEA to measure progress towards end-of-year standards mastery. These assessments match the rigor of and has shown a strong correlation with the end-of-year SBAC. While we were unable to give the Spring 2020 assessment due to school closures, the table below illustrates

- On internal NWEA assessments, students who growth in multiple subjects and for two academic years:
  - Fall 2018-Fall 2019 shows growth in a majority of grades in two+ subjects;
  - Both 2019 and 2018 fall to fall reports show growth for the majority of 2+ subjects;
- On CAASPP, cohorts show improvement on ELA over a 3-year period:
  - 5 out of 6 cohorts showed between 60 and 80 points of growth on CAASPP
- In the 2019 school year, several subgroups performed very well on CAASPP:
  - African Americans rose to the 62<sup>nd</sup> perennial
  - English Learners and Students with Disabilities were at or above the 70<sup>th</sup> percentile.

**Community School for Creative Education CAASPP Results:**

**Average DFS over 3 years**

English Language Arts	2016-17		2017-18		2018-19	
	CSCE	OUSD	CSCE	OUSD	CSCE	OUSD
All Students	98.1	50.9	50	49.1	41.9	46.9
Socioeconomically disadvantaged	96.4	73.2	64.8	71.3	42.2	70.7
English Learners	101.9	73.1	70.9	79.7	54.8	78.8
Hispanic	104.6	69.9	61.2	70.9	58.3	69.3

Mathematics	2016-17		2017-18		2018-19	
	CSCE	OUSD	CSCE	OUSD	CSCE	OUSD
All Students	70.1	66.1	73.5	71.4	63.6	70.9
Socioeconomically disadvantaged	69.9	88.1	83.3	93.4	65.9	95.2
English Learners	81.5	80.7	84.9	92	71.1	93.6
Hispanic	86.8	87.1	87.1	94.5	82	96.2

**Community School for Creative Education CAASPP Results:**



**Percentage of Students Who Met or Exceeded Standards over 3 years**

	English Language Arts			Mathematics		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
<b>Socioeconomically Disadvantaged</b>	14%	18%	25%	20%	14%	16%
<b>English Learner</b>	7%	13%	13%	21%	13%	13%
<b>Hispanic</b>	11%	18%	15%	15%	12%	12%
<b>African American</b>	6%	30%	38%	13%	19%	19%
<b>Students with Disability</b>	5%	8%	12%	16%	8%	16%
<b>All Students</b>	16%	30%	25%	23%	22%	18%

**Community School for Creative Education English Learner Progress compared to District and State over 3 years**

English Learner Progress	2016-17	2017-18	2018-19
CSCE	81.7%	62.3%	63.8%
Oakland Unified	67.3%	51.2%	45.8%
CA	NA	65.3%	48.3%

**Community School for Creative Education % Long Term English Learners (LTELs) compared with County and State over 3 years**

LTEL 6+ Years	2016-17	2017-18	2018-19
CSCE	18%	21%	6.3%
Alameda County	9%	12.1%	7.7%
CA	7%	14.7%	8.9%

Source: CDE Data Quest English Learners Report 2019-2020

Further California Charter Schools Association through its Multiple Measures Review found the following:

- In the 2019 CAASPP administration, CSCE African American students scored in the 62<sup>nd</sup> percentile and both English Learners and Students with Disabilities scored above the 70<sup>th</sup>.

**Subgroup Performance on CAASPP (Ranked 1 to 100)**

Year	LA	AA	SD	EL	DI
2019	14	62	29	70	78
2018	14	24	15	60	38
2017	5	18	10	50	44

- From the 2017 to the 2019 CAASPP administrations, five of six cohorts of continuously enrolled students demonstrated an average of 70+ points of progress toward the ELA Met standard.

**Average Grade Level CAASPP ELA Distance from Standard (DFS)**

Grade -> / Year ^	3	4	5	6	7	8
2019		-27	-22	-46	-30	-39
2018	2	-48	-90	-73	-36	-87
2017	-91	-127	-127	-111	-140	

- Students who attended CSCE for 2+ years scored on average 50 points closer to the Met standard in both ELA and Math compared with same-grade peers who were in their first year at CSCE.

**Average ELA and Math DFS for Continuously Enrolled and New Students of CSCE**

Grade	ELA		Math	
	1st Year	2+ years	1st Year	2+ years
3	-69.7	-	-50.7	-
4	-71.0	-27.5	-123.3	-29.5
5	-71.0	-26.6	-99.2	-28.8
6	-71.5	-45.8	-149.3	-118.4
7	-155.0	-53.3	-201.3	-77.6
8	-82.5	-33.5	-167.7	-127.7
Average	-86.8	-37.3	-131.9	-76.4

- On NWEA, continuously enrolled students demonstrated above average progress in Reading, Mathematics and Language between the Fall 2018 and Fall 2019 testing periods.
- On NWEA between Fall 2017 and 2018, continuously enrolled students demonstrated average progress in all three subjects.

**CHARTER RENEWAL PERFORMANCE REPORT – DATA REQUEST**

**Demand/Waitlist Information (only for incoming grade levels: K, 6, 9)**

Year of Current Charter Term	Date of Lottery	Grade Level	# of Applicants	# of Available Spaces	# of Students on Waitlist (as of first day of school)
<i>EXAMPLE</i>	<i>4/1/18</i>	<i>K</i>	<i>180</i>	<i>100</i>	<i>30</i>
		<i>6</i>	<i>115</i>	<i>100</i>	<i>5</i>
		<i>9</i>	<i>90</i>	<i>100</i>	<i>0</i>
Year 1	3/11/2016	K	180	5	7
		6	43	9	3
		9			
Year 2	3/19/2017	K	109	13	5
		6	49	11	4
		9			
Year 3	3/9/2018	K	174	5	0
		6	100	16	0
		9			
Year 4	3/5/2019	K	140	12	0
		6	89	5	0
		9			
Year 5	3/11/2020	K	82	7	3
		6	68	6	5
		9			

## Pupil Mobility

Student Group	<u>Number</u> of Students				<u>Percent</u> of Total Enrollment			
	Year 1	Year 2	Year 3	Year 4	Year 1	Year 2	Year 3	Year 4
Students who joined the school after the first day of school	36	74	86	66	17.59%	34.42%	37.89%	26.61%
Students who left the school during the school year	38	32	57	44	17.59%	14.88%	20.58%	17.74%

## Enrollment (for Year 5 of current charter term)

Student Group	<u>Number</u> Enrolled	<u>Percent</u> of Total Enrollment
Total Enrollment	263	100.00%
Asian	26	9.89%
Black or African American	49	18.63%
Filipino	1	0.38%
Hispanic or Latino	166	63.12%
Native American or Alaskan Native	0	0%
Native Hawaiian or Pacific Islander	0	0%
White	4	1.52%
Two or More Races	11	4.18%
Race Not Reported	6	2.28%

Male	134	50.95%
Female	129	49.05%
Homeless Students	0	0%
Foster Youth	0	0%
FRPM-Eligible/Economically Disadvantaged	182	69.20%
English Learners	118	44.87%
Special Education/Students with IEPs	33	12.55%

*\* If official data for certain student groups are not yet available, please provide the most updated unofficial number.*

### Expulsions

Student Group	Year 1	Year 2	Year 3	Year 4
Schoolwide	0	0	0	0
Asian				
Black or African American	0	0	0	0
Filipino				
Hispanic or Latino	0	0	0	0
Native American or Alaskan Native				
Native Hawaiian or Pacific Islander				
White	0	0	0	0
Two or More Races	0	0	0	0



Race Not Reported	0	0	0	0
Male	0	0	0	0
Female	0	0	0	0
Homeless Students				
English Learners	0	0	0	0
Students with Disabilities	0	0	0	0

**Teacher Recruitment/Retention (for each year of current charter term)**

	Year 1	Year 2	Year 3	Year 4	Year 5
Total # of classroom teachers	9	10	10	10	9
# of new classroom teacher hires	1	4	8	7	3
# of classroom teachers retained from prior year	8	6	4	5	6
# of classroom teachers that left their position prior to the end of the school year (e.g. resigned, quit, terminated)	0	0	4	2	0
# of currently vacant classroom teaching positions (FTEs)					0

**Teacher Ethnicity (for Year 5 of current charter term)**

Total # of classroom teachers	9
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# Asian	0
# Black or African American	0
# Hispanic or Latino	1
# White	8
# Another Ethnicity or Missing	0

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[1] “Verified data” means data derived from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced (see Ed Code 47607.2(c)(1)).