

# **SANTA ROSA CITY SCHOOLS**

## **REQUEST TO RENEW THE CHARTER OF KID STREET CHARTER SCHOOL**

**GOVERNING BOARD PUBLIC HEARING DATE:**

**OCTOBER 23, 2024**

**GOVERNING BOARD DETERMINATION MEETING DATE:**

**NOVEMBER 13, 2024**

**A. Background**

On September 5, 2024, the District received the request to renew the Kid Street Charter School Charter, seeking a renewal term of July 1, 2025 through June 30, 2030.

The Board originally approved the charter for the operation of Kid Street Charter School on April 14, 1999. The Charter School has been in operation in Santa Rosa for nearly 25 years, and was last renewed by the Board on April 12, 2017.

On October 23, 2024, the Board conducted a public hearing on the Renewal as required by Education Code 47605(b) to consider the level of support for the Renewal by teachers, other employees and parents/guardians.

At its November 13, 2024 meeting, the Board must take action to grant or deny the Renewal under the standards set forth in Education Code section 47605(b).

**B. Legal Requirements**

Education Code section 47605(c)(5) requires that the Renewal contain a reasonably comprehensive description of the following required charter petition elements:

1. Description of educational program
2. Measurable pupil outcomes
3. Method for assessing pupil progress
4. Governance structure of the school
5. Employee qualifications
6. Health & safety procedures
7. Means to achieve race/ethnic balance
8. Admission requirements, if applicable
9. Manner in which annual independent financial audits shall be conducted
10. Student suspension & expulsion procedures
11. Staff coverage by State Teachers' Retirement System, Public Employees' Retirement System or Social Security
12. Public school attendance alternatives
13. District employee leave & return rights
14. Dispute resolution process
15. Procedures for closure of school

Education Code section 47605(k) contains other Information Required for a Successful Charter Petition:

1. Information re proposed operation and potential effects of school
2. Facilities to be utilized
3. Provision of administrative services
4. Potential civil liability effects, if any
5. Proposed 1st year budget, and 3 years of financial projections/cash flow
6. Affirmations
  - a. Nonsectarian program
  - b. No tuition
  - c. No discrimination
  - d. Admission not according to residence of pupil or parents

**C. Grounds for Denial**

If a governing board denies a renewal, it must make written findings to support any of the following under Education Code § 47605(c):

- (1) The charter school presents an unsound educational program for the pupils to be enrolled in the charter school;
- (2) The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition;
- (3) The petition does not contain the required number of signatures [not applicable for renewal];
- (4) The petition does not contain an affirmation of each of the conditions described in subdivision Education Code §§47605(k);
- (5) The petition does not contain reasonably comprehensive descriptions of all of the criteria set forth in Education Code §§47605(c)(5)(A)-(O); and
- (6) The petition does not contain a declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school for purposes of Government Code § 3540 (the Rodda Act, the State’s collective bargaining law for school employees.).

**D. Standards for Renewal of Charter**

By enacting the Charter Schools Act (Ed. Code §§ 47600, *et seq.*), the Legislature has declared its intent to provide opportunities to teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure for the purposes specified therein.

The Legislature has declared its intent that charter schools are and should become an integral part of the California educational system and the establishment of charter schools should be encouraged, and that charter schools are part of and under the jurisdiction of the Public School System and the exclusive control of the officers of the public schools.

Assembly Bill 1505 (AB 1505) was signed into law by Governor Gavin Newsom on October 3, 2019, adding a number of new provisions to the petition review and evaluation criteria, most of which took effect on July 1, 2020.

AB 1505 amended Education Code §47605(c) to state that an authorizer “shall grant a charter for the operation of a school under this part if it is satisfied that granting the charter is consistent with sound educational practice and with the interests of the community in which the school is proposing to locate. The governing board of the school district [or potential authorizer] shall consider the academic needs of the pupils the school proposes to serve”

**E. Standards for “Mid-Performing” Charter School**

AB 1505 created three categories of charter schools for renewal: “high performing,” “mid-performing,” and “low-performing,” based upon the charter school’s performance on state standardized testing. CDE has designated Kid Street as a “mid-performing” charter school. A charter school’s performance tier is generally based upon its schoolwide performance, and performance of pupil groups, relative to the State average.

Under Education Code §47607.2(b), for mid-performing charters, the chartering authority, on renewal, shall consider the schoolwide performance and performance of all subgroups of pupils served by the charter school in the state and local indicators. For mid-performing charters, “[t]he chartering authority shall provide greater weight to performance on measurements of academic performance in determining whether to grant a charter renewal.”

Under Education Code §47607.2(b), for mid-performing charters, the authorizer shall consider clear and convincing evidence that either:

- (1) The Charter School has achieved measurable increases in academic achievement, as defined by at least one year’s progress for each year in school, or
- (2) Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers (if applicable).

Under Education Code §47607.2(b), for mid-performing charters, the chartering authority may deny a renewal only upon making written findings, with sufficient facts to support the findings, that: (1) the charter school has failed to meet or make sufficient progress towards meeting standards that provide a benefit to the pupils of the school, (2) that closure of the charter school is in the best interest of pupils, and, (3) if applicable, its decision provided greater weight to performance of measurements of academic performance

For mid-performing charters, a charter granted under this subdivision shall be granted for a term of five (5) years. (Education Code §47607.2(b))

**F. Analysis of Kid Street Charter School’s Academic Performance**

**1. California School Dashboard**

**a. 2023**

A charter school’s performance tier is based upon its performance on the California School Dashboard. Following is the color coding system used by CDE to indicate the performance level of the charter school:



For 2023, Kid Street received the following ratings on the California School Dashboard:

<b>Chronic Absenteeism</b>	<b>Suspension Rate</b>	<b>English Learner Progress</b>	<b>English Language Arts</b>	<b>Mathematics</b>
Orange	Green	No Color <sup>1</sup>	Orange	Yellow
<b>Basics: Teachers, Instructional Materials, Facilities</b>	<b>Implementation of Academic Standards</b>	<b>Parent and Family Engagement</b>	<b>Local Climate Survey</b>	<b>Access to a Broad Course of Study</b>
Standard Met	Standard Met	Standard Met	Standard Met	Standard Met

(See, Attachment 1.)



(See, Attachment 1.)

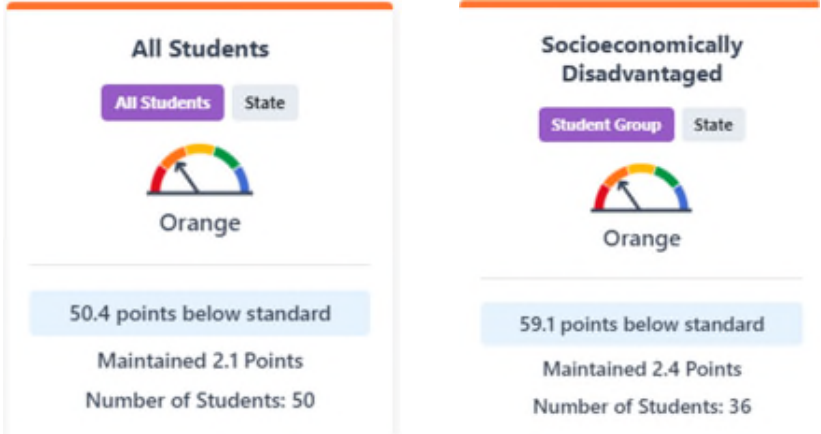
### English Language Arts

In 2023, Kid Street received an orange rating for English Language Arts. The Charter School only had one pupil subgroup (socioeconomically disadvantaged students) large enough to receive a performance rating.

<sup>1</sup> For student subgroups consisting of less than 11 students, no performance color is published to preserve pupil privacy.

Group	Number of Students Tested	Change	Points Below Standard
Total	50	2.1 Points Maintained	50.4
Socioeconomically Disadvantaged	36	2.4 Points Maintained	59.1

(See, Attachment 1.)



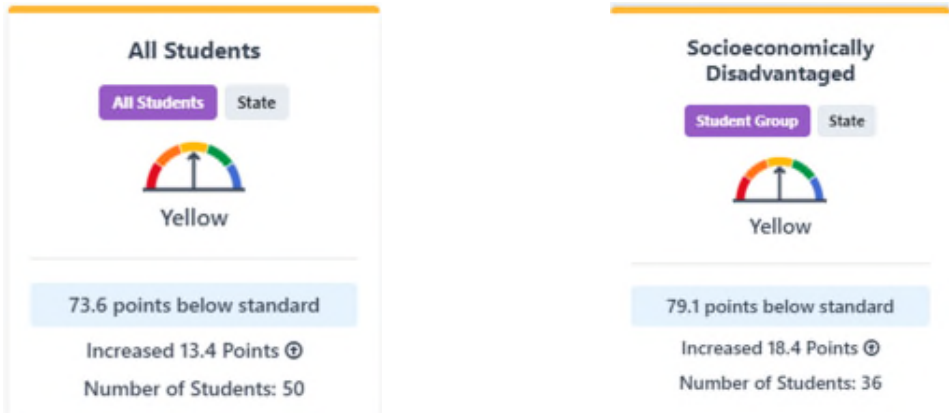
(See, Attachment 1.)

**Mathematics**

In 2023, Kid Street received a yellow rating for Mathematics. The Charter School only had one pupil subgroup (socioeconomically disadvantaged students) large enough to receive a performance rating.

Group	Number of Students Tested	Change	Points Below Standard
Total	50	13.4 Points Increased	73.6
Socioeconomically Disadvantaged	36	18.4 Points Increased	79.1







(See, Attachment 1.)







(See, Attachment 1.)



**b. Pre-Pandemic Academic Performance**

Due to suspension of State standardized testing during the pandemic, the 2023 CAASPP data provides only a one-year benchmark of the Charter School’s performance relative to the previous school year. For historical context, the Charter Schools’ performance during the 3 school years prior to the pandemic is as follows:

2019	
English Language-Arts	
<div style="border: 1px solid #ccc; padding: 10px;"> <p style="text-align: center;"><b>All Students</b></p> <p style="text-align: center;">All Students State</p>  <p style="text-align: center;">Yellow</p> <hr/> <p style="text-align: center;">28.4 points below standard</p> <p style="text-align: center;">Increased 23.2 Points Ⓢ</p> <p style="text-align: center;">Number of Students: 57</p> </div>	<div style="border: 1px solid #ccc; padding: 10px;"> <p style="text-align: center;"><b>Socioeconomically Disadvantaged</b></p> <p style="text-align: center;">Student Group State</p>  <p style="text-align: center;">Yellow</p> <hr/> <p style="text-align: center;">50.5 points below standard</p> <p style="text-align: center;">Increased 6.2 Points Ⓢ</p> <p style="text-align: center;">Number of Students: 43</p> </div>
Mathematics	
<div style="border: 1px solid #ccc; padding: 10px;"> <p style="text-align: center;"><b>All Students</b></p> <p style="text-align: center;">All Students State</p>  <p style="text-align: center;">Yellow</p> <hr/> <p style="text-align: center;">41.1 points below standard</p> <p style="text-align: center;">Increased 14.7 Points Ⓢ</p> <p style="text-align: center;">Number of Students: 57</p> </div>	<div style="border: 1px solid #ccc; padding: 10px;"> <p style="text-align: center;"><b>Socioeconomically Disadvantaged</b></p> <p style="text-align: center;">Student Group State</p>  <p style="text-align: center;">Orange</p> <hr/> <p style="text-align: center;">61.7 points below standard</p> <p style="text-align: center;">Maintained -1.2 Points</p> <p style="text-align: center;">Number of Students: 43</p> </div>
2018	
English Language-Arts	
<div style="border: 1px solid #ccc; padding: 10px;"> <p style="text-align: center;"><b>All Students</b></p> <p style="text-align: center;">All Students State</p>  <p style="text-align: center;">Orange</p> <hr/> <p style="text-align: center;">51.6 points below standard</p> <p style="text-align: center;">Declined 4.4 Points Ⓢ</p> <p style="text-align: center;">Number of Students: 63</p> </div>	<div style="border: 1px solid #ccc; padding: 10px;"> <p style="text-align: center;"><b>Socioeconomically Disadvantaged</b></p> <p style="text-align: center;">Student Group State</p>  <p style="text-align: center;">Orange</p> <hr/> <p style="text-align: center;">56.7 points below standard</p> <p style="text-align: center;">Maintained -1.8 Points</p> <p style="text-align: center;">Number of Students: 56</p> </div>

Mathematics	
<p><b>All Students</b></p> <p>All Students State</p>  <p>Orange</p> <p>55.8 points below standard</p> <p>Maintained -1.2 Points</p> <p>Number of Students: 63</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Student Group State</p>  <p>Orange</p> <p>60.5 points below standard</p> <p>Maintained 2 Points</p> <p>Number of Students: 56</p>

2017	
English Language-Arts	
<p><b>All Students</b></p> <p>All Students State</p>  <p>Yellow</p> <p>47.1 points below standard</p> <p>Increased 9.2 Points Ⓢ</p> <p>Number of Students: 61</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Student Group State</p>  <p>Orange</p> <p>54.9 points below standard</p> <p>Maintained 0.6 Points</p> <p>Number of Students: 47</p>

Mathematics	
<p><b>All Students</b></p> <p>All Students State</p>  <p>Yellow</p> <p>54.6 points below standard</p> <p>Increased 10 Points Ⓢ</p> <p>Number of Students: 61</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Student Group State</p>  <p>Orange</p> <p>62.6 points below standard</p> <p>Maintained -1.6 Points</p> <p>Number of Students: 47</p>

**c. Verified Data: NWEA Map**

Education Code section 47607.2(b)(5) also permits a mid-performing charter school to submit, upon renewal, verified data to show that “[t]he school achieved measurable increases in academic achievement, as defined by at least one year’s progress for each year in school” under Education Code section 47607.2(b)(4)(A). Under Education Code section 47607.2(c), “‘verified data’ means data derived from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced. Verified data shall include measures of postsecondary outcomes.” The SBE has established “criteria to define verified data and identify an approved list of valid and reliable assessments that shall be used for this purpose” under Education Code section 47607.2(c)(2).

Kid Street Charter School conducted pupil assessments under the NWEA Measures of Academic Progress (“MAP”) assessment program, and summarizes its results on pp. 16-20 of the renewal.

District staff has evaluated the Charter School’s use of NWEA MAP assessments, a verified data source approved by the SBE, to track student growth in subjects like math, reading, and language usage.

In the 2022-2023 school year, data showed that 68% of 1st graders achieved one year’s academic progress in math, while 80% of 2nd graders did so in reading. Furthermore, the percentage of projected growth self-reported was notable, with some grades, like 4th grade in math, exceeding 100% (180%).

The data reveals that despite the pandemic’s impact, students made meaningful progress, with many achieving more than the expected annual growth in the 2023-2024 academic year. For example, 4th graders showed gains with 100% achieving one year’s progress in math, and exceeding growth projections in multiple areas. The data shows that Kid Street is successfully supporting its students’ academic growth, particularly through tailored intervention programs and the integration of data-driven instruction.

#### **d. English Language Learners**

The distribution of English Learners (ELs) and Reclassified Fluent English Proficient (RFEP) students across grade levels is as follows:

- Kindergarten: 2 English Learners (ELs)
- 1st Grade: 7 English Learners (ELs) and 1 Reclassified Fluent English Proficient (RFEP) student
- 3rd Grade: 1 Initial Fluent English Proficient (IFEP) student and 1 English Learner (EL)
- 5th Grade: 2 English Learners (ELs)
- 6th Grade: 3 English Learners (ELs)

Overall, 11.2% of the student population consists of English Learners, with 0.9% reclassified as Fluent English Proficient (RFEP). This indicates a small but significant group of students in need of language development support, with a few students successfully transitioning to English proficiency. Due to the small number of English learners at the site, the performance level of the CA Dashboard was not displayed.

#### **G. Other Data**

##### **1. Student Demographic Profile**

The following chart shows Kid Street Charter School’s demographic profile by ethnicity, relative to that of the District, County, and State:

Name	Total	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races	Not Reported
<u>Kid Street Charter</u>	116	6.0%	0.0%	0.9%	2.6%	37.1%	0.0%	37.9%	15.5%	0.0%
<u>Santa Rosa Elementary</u>	4,857	1.8%	0.5%	2.6%	0.6%	65.3%	0.4%	23.8%	5.0%	0.0%
<u>Sonoma County</u>	64,447	1.5%	0.7%	2.9%	0.7%	49.2%	0.5%	38.0%	5.6%	0.8%
<u>Statewide</u>	5,837,690	4.9%	0.4%	9.9%	2.2%	56.1%	0.4%	20.3%	4.6%	1.1%

(Source: DataQuest. *See*, Attachment 2.)

Of the largest subgroups, Kid Street generally enrolls a lower percentage of Hispanic/Latino and Asian students, and a higher percentage of African-American and White students, than the District, County, and State

The following chart shows Kid Street Charter School’s breakdown of English Language Acquisition Status (ELAS) among its English Language Learner students:

Name	Total	English Only (EO)	Initial Fluent English Proficient (IFEP)	English Learner (EL)	Reclassified Fluent English Proficient (RFEP)	To Be Determined (TBD)
<u>Kid Street Charter</u>	116	85.3%	2.6%	11.2%	0.9%	0.0%
<u>Santa Rosa Elementary</u>	4,857	49.1%	3.9%	37.5%	9.4%	0.2%
<u>Sonoma County</u>	64,447	62.3%	2.6%	19.1%	15.8%	0.2%
<u>State</u>	5,837,690	60.6%	4.6%	18.4%	15.8%	0.2%

(Source: DataQuest. *See*, Attachment 2.)

The chart below shows the breakdown of Kid Street’s pupil population by other pupil subgroups.

Subgroup	Enrollment
English Learners	11.2%
Foster Youth	0.9%
Homeless Youth	5.2%
Migrant Education	0.0%
Students with Disabilities	13.8%
Socioeconomically Disadvantaged	75.0%
<b>All Students</b>	<b>116</b>

(Source: DataQuest. *See*, Attachment 2.)

## 2. Fiscal Matters

Education Code 47605(h) also requires that a renewal contain the following:

The governing board of a school district shall require that the petitioner or petitioners provide information regarding the proposed operation and potential effects of the charter school, including, but not limited to, the facilities to be used by the charter school, the manner in which administrative services of the charter school are to be provided, and potential civil liability effects, if any, upon the charter school and upon the school district. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate. The petitioner or petitioners also shall be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cashflow and financial projections for the first three years of operation. If the school is to be operated by, or as, a nonprofit public benefit corporation, the petitioner shall provide the names and relevant qualifications of all persons whom the petitioner nominates to serve on the governing body of the charter school.

Kid Street attaches its financial documents and budget narrative as Appendix B to its renewal. *The District notes that the Charter School projects enrollment of 130 students in both the 2024-2025 and 2025-2026 school years. (Renewal, Appendix B, p. 2.) Such an enrollment figure has been matched or exceeded only once since the 2012-2013 school year, in 2017-2018, when the Charter School enrolled 134 students pre-pandemic. Such enrollment would require the Charter School to grow from its 2023-2024 enrollment of 116, and maintain sufficient enrollment to counter attrition. Kid Street reports a 2024-2025 Census Day enrollment of 116. (See, Attachment 3, “Questions for Kid Street Charter Regarding Renewal, p. 1.)*

*The Charter School projects a six-figure positive ending fund balance for the 2024-2025, 2025-2026, and 2026-2027 school years, but such a balance is premised upon the Charter School maintaining its projected enrollment of 130 students.*

### **3. Information Provided by Charter School**

The Charter School provided two documents in response to the request of the District: an “Academic Data Update” and “Questions for Kid Street Charter Regarding Renewal,” collectively attached at Attachment 3.

In the “Academic Data Update,” in response to a Board member inquiry, Kid Street provides academic performance data for homeless students, foster youth, and special education students. Because these pupil populations fall below the threshold of 11 students for state reporting purposes, no academic outcome data was published, to preserve pupil confidentiality. Kid Street reports that, for 2023-2024, homeless students foster youth collectively attained a smaller Distance From Standard (DFS)<sup>2</sup> in both English/Language Arts and Mathematics compared to both the District and State. English Language Learner DFA was collectively greater than the District and State, and, in Mathematics, slightly greater than that of the State, and significantly smaller than that of the District.

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<sup>2</sup> According to the CDE, “Distance from Standard (DFS) represents the distance between a student’s score on the Smarter Balanced Assessments and the Standard Met Achievement Level threshold (i.e., the lowest threshold scale score for Level 3). The scale score ranges for the Smarter Balanced Assessments vary by content area—ELA and mathematics—and by grade level.” (<https://www.cde.ca.gov/ta/ac/cm/documents/academicindicator.pdf>)

Kid Street also provides and update on its performance on the California Assessment of Student Performance and Progress (“CAASPP”) data for the 2023-24 school year in the “Academic Data Update.” (Attachment, 3, pp. 1-2.)

#### **H. Reasonably Comprehensiveness Requirement**

District staff has determined that the renewal has met the requirement that the charter school provide a reasonably comprehensive description of all 15 required elements. (See, attached Petition Evaluation Checklist, Attachment 4.) Staff notes that the petition, however, lacked the following:

- *“If the school is to be operated by, or as, a nonprofit public benefit corporation, the petitioner shall provide the names and relevant qualifications of all persons whom the petitioner nominates to serve on the governing body of the charter school.” (Education Code 47605(h).) No such list of Board members was found in the renewal.*
- *Element E (Employee Qualifications): Job requirements for the position of Instructional Assistant.*
- *Element K (Employee Retirement Systems): Petition does not “identify the staff who will be responsible for arranging coverage” under named retirement systems. (5 C.C.R. § 11967.5.1(f)(11).)*

#### **I. Recommendation for November 13, 2024 Board Action**

Education Code section 47605(b) requires that “[t]he governing board of the school district shall publish all staff recommendations, including the recommended findings ... regarding the petition at least 15 days before the public hearing at which the governing board of the school district will either grant or deny the charter/[renewal].” This staff recommendation was posted on October 29, 2024, in compliance with Education Code section 47605(b).

**Potential Outcome No. 1:** Education Code section 47605(b) requires that the Board “grant or deny” the renewal. Staff recommends that the Board grant the renewal of the Kid Street Charter School Charter for a term of July, 1, 2025 through June 30, 2030, as Kid Street has demonstrated that it has met the requirements for renewal, including “measurable increases in academic achievement, as defined by at least one year’s progress for each year in school,” through the performance on Statewide tests and verified data submitted with the renewal. (Ed. Code 47607.2(b).)

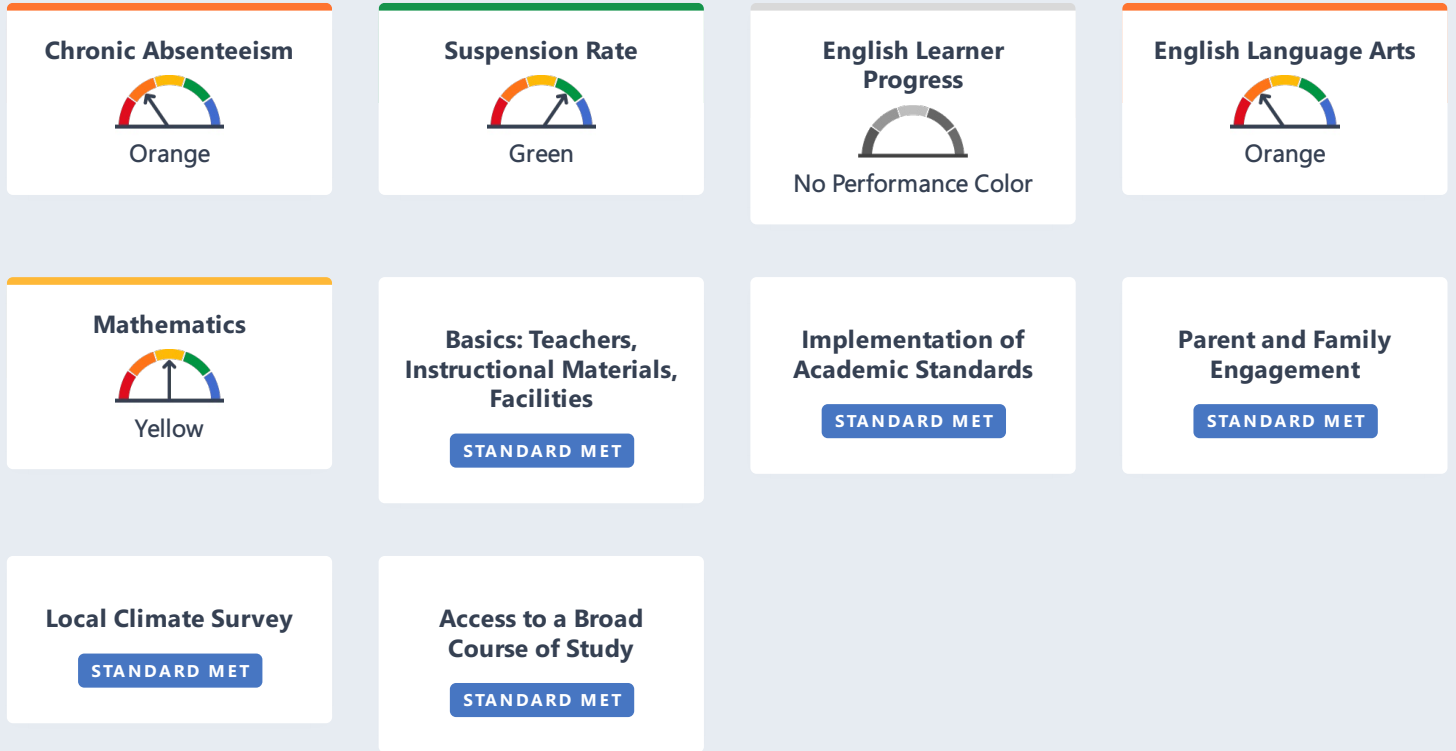
**Potential Outcome No. 2:** Under Education Code section 47605(c), “[t]he governing board of the school district shall not deny a petition for the establishment of a charter school [or renewal of a charter] unless it makes written factual findings, specific to the particular petition/[renewal], setting forth specific facts to support” findings under one of the above-stated grounds for denial. If the Board votes to deny the renewal, it should include in its motion the citation to, and adoption of, findings in this Report in support of the denial.

Respectfully Submitted.

# ATTACHMENT 1

# Kid Street Learning Center 2023 Charter

Explore the performance of Kid Street Learning Center Charter under California's Accountability System.



## School Details

<b>NAME</b> Kid Street Learning Center Charter	<b>ADDRESS</b> 709 Davis Street Santa Rosa, CA 95401-4767	<b>WEBSITE</b> <a href="http://www.kstreet.org">http://www.kstreet.org</a>	<b>GRADES SERVED</b> K-6
<b>CHARTER</b> Yes	<b>DASHBOARD ALTERNATIVE SCHOOLS STATUS</b> No		

## Student Population

Explore information about this school's student population.

Enrollment

108

Socioeconomically Disadvantaged

69.4%

English Learners

13%

Foster Youth

2.8%

KID STREET LEARNING CENTER CHARTER

# Academic Performance

View Student Assessment Results and other aspects of school performance.

LEARN MORE

### English Language Arts



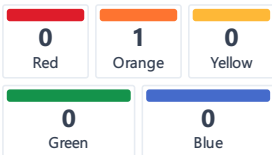
Orange

50.4 points below standard

Maintained 2.1 Points

EQUITY REPORT

Number of Student Groups in Each Level



LEARN MORE

### Mathematics



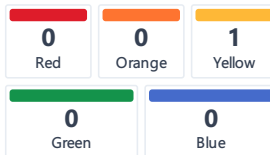
Yellow

73.6 points below standard

Increased 13.4 Points ▲

EQUITY REPORT

Number of Student Groups in Each Level



LEARN MORE

### English Learner Progress



No Performance Color

Less than 11 students - data not displayed for privacy

## Local Indicators

LEARN MORE

### Implementation of Academic Standards

STANDARD MET


KID STREET LEARNING CENTER CHARTER

# Academic Engagement

See information that shows how well schools are engaging students in their learning.

[LEARN MORE](#)

### Chronic Absenteeism



Orange

31.3% chronically absent

Declined 7.1% ▼

**EQUITY REPORT**  
Number of Student Groups in Each Level

1 Red	2 Orange	0 Yellow
0 Green	0 Blue	

## Local Indicators

[LEARN MORE](#)

### Access to a Broad Course of Study

**STANDARD MET**


## KID STREET LEARNING CENTER CHARTER

# Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

[LEARN MORE](#)

### Suspension Rate

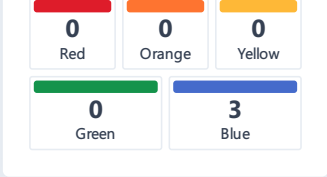


Green

0.9% suspended at least one day

Declined 1.9% ▼

**EQUITY REPORT**  
Number of Student Groups in Each Level



## Local Indicators

[LEARN MORE](#)

**Basics: Teachers,  
Instructional Materials,  
Facilities**

**STANDARD MET**

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[LEARN MORE](#)

**Parent and Family  
Engagement**

**STANDARD MET**

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[LEARN MORE](#)

**Local Climate Survey**

**STANDARD MET**

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# Academic Performance

View student assessment results and other aspects of school performance under the California Accountability System.

## English Language Arts

### All Students

Explore how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

#### All Students



Orange

50.4 points below standard

Maintained 2.1 Points

Number of Students: 50

### Student Group Details

#### All Student Groups by Performance Level

10 Total Student Groups



Red

No Student Groups



Orange

Socioeconomically Disadvantaged



Yellow

No Student Groups



Green

No Student Groups



Blue

No Student Groups



No Performance Color

African American

Asian

English Learners

Foster Youth

Hispanic

Homeless

Two or More Races

Students with Disabilities

White

### African American



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

### Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

### English Learners



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

### Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

### Hispanic



No Performance Color

52.3 points below standard

Declined 4.1 Points ▼

Number of Students: 23

### Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

### Two or More Races



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

### Students with Disabilities



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

### White



No Performance Color

33.9 points below standard

Increased 19.2 Points ▲

Number of Students: 18

### Socioeconomically Disadvantaged



Orange

59.1 points below standard

Maintained 2.4 Points

Number of Students: 36

## Distance From Standard (English Language Arts)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

2022

2023

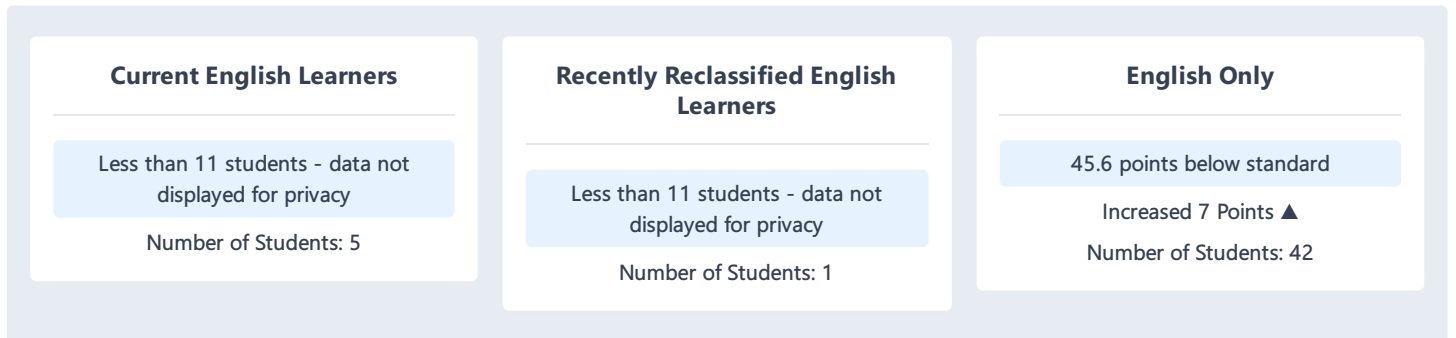
All Students

52.5 points below standard

50.4 points below standard

## English Language Arts Data Comparisons: English Learners

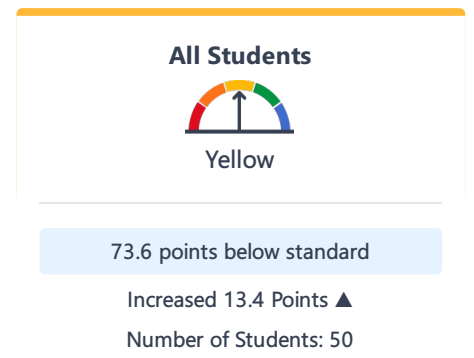
Additional information on distance from standard for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in English Language Arts.



## Mathematics

### All Students

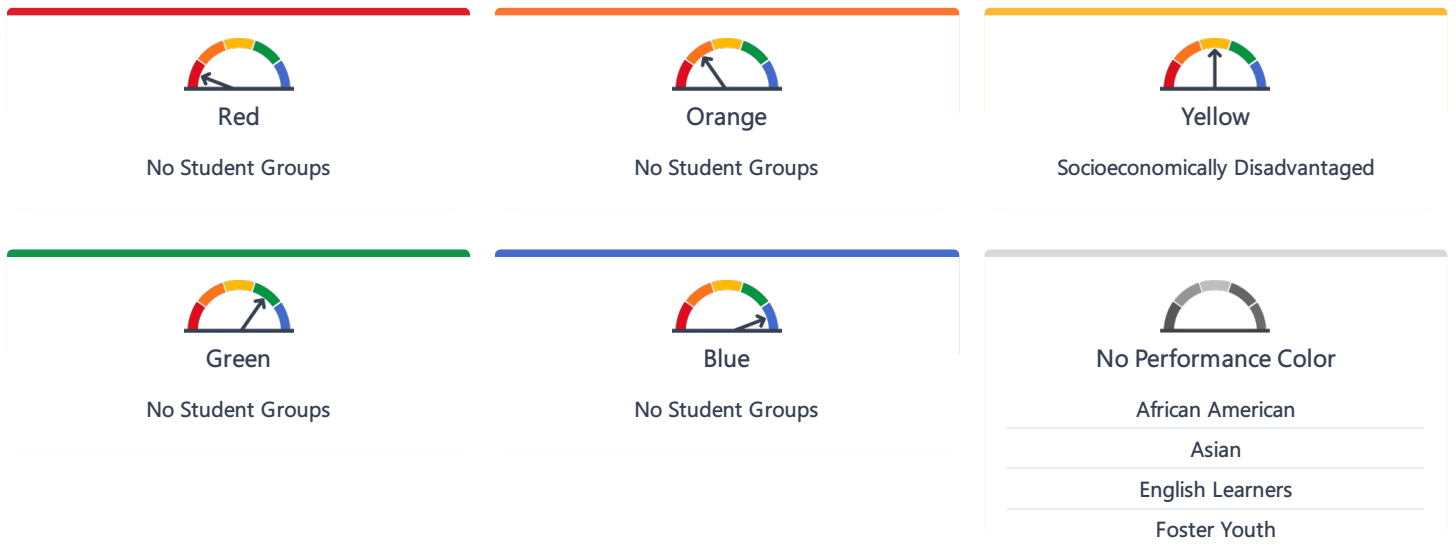
Explore how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



### Student Group Details

#### All Student Groups by Performance Level

10 Total Student Groups



Hispanic
Homeless
Two or More Races
Students with Disabilities
White

○ ○ ● ○ ○ ○

**African American**



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

**Asian**



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

**English Learners**



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

**Foster Youth**



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

**Hispanic**



No Performance Color

64.2 points below standard

Increased 24.2 Points ▲

Number of Students: 23

**Homeless**



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

**Two or More Races**



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

**Students with Disabilities**



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

**White**



No Performance Color

75.4 points below standard

Increased 6.7 Points ▲

Number of Students: 18

**Socioeconomically Disadvantaged**



Yellow

79.1 points below standard

Increased 18.4 Points ▲

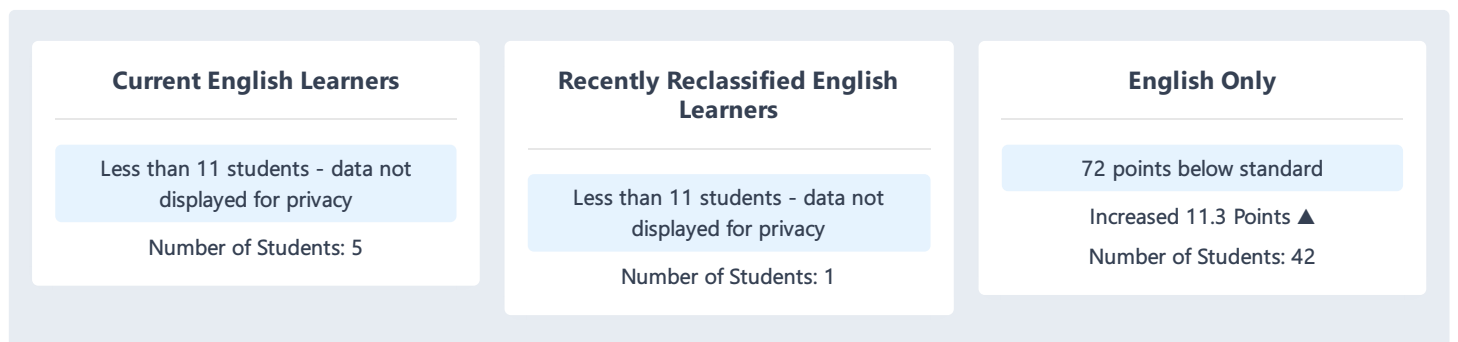
Number of Students: 36

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2022	2023
All Students	87.1 points below standard	73.6 points below standard

## Mathematics Data Comparisons: English Learners

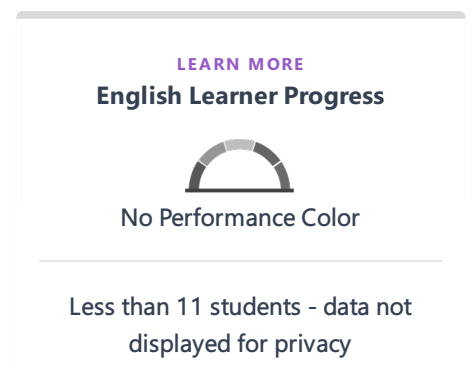
Additional information on distance from standard for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in mathematics.



## English Learner Progress Indicator

### All English Learner Students

Explore information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.



## Local Indicators

### STANDARD MET

### Implementation of Academic Standards

This measure covers the implementation of state academic standards.

Local educational agencies (LEAs) annually measure their progress in implementing state academic standards and report the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

The summary of progress is required to be based on information collected with locally selected measures or tools and includes a description of why the district chose the selected measure or tool.

## Reflection Tool Rating Scale (lowest to highest)

1	Exploration And Research Phase
2	Beginning Development
3	Initial Implementation
4	Full Implementation
5	Full Implementation And Sustainability

## Professional Development

Progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

English Language Arts – Common Core State Standards for English Language Arts

5	Full Implementation And Sustainability
---	--

English Language Development (Aligned to English Language Arts Standards)

4	Full Implementation
---	---------------------

Mathematics – Common Core State Standards for Mathematics

4	Full Implementation
---	---------------------

Next Generation Science Standards

5	Full Implementation And Sustainability
---	--

History - Social Science

4	Full Implementation
---	---------------------

## Instructional Materials

Progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

English Language Arts – Common Core State Standards for English Language Arts

5	Full Implementation And Sustainability
---	--

English Language Development (Aligned to English Language Arts Standards)

5	Full Implementation And Sustainability
---	--

Mathematics – Common Core State Standards for Mathematics

5	Full Implementation And Sustainability
---	--

Next Generation Science Standards

5	Full Implementation And Sustainability
---	--

History - Social Science

5	Full Implementation And Sustainability
---	--

## Policy & Program Support

Progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

English Language Arts – Common Core State Standards for English Language Arts

5	Full Implementation And Sustainability
---	--

English Language Development (Aligned to English Language Arts Standards)

4	Full Implementation
---	---------------------

Mathematics – Common Core State Standards for Mathematics

Next Generation Science Standards

Mathematics – Common Core State Standards for Mathematics

5 Full Implementation And Sustainability

Next Generation Science Standards

5 Full Implementation And Sustainability

History - Social Science

5 Full Implementation And Sustainability

### Implementation of Standards

Progress implementing each of the following academic standards adopted by the State Board of Education for all students.

Career Technical Education

2 Beginning Development

Health Education Content Standards

4 Full Implementation

Physical Education Model Content Standards

3 Initial Implementation

Visual and Performing Arts

4 Full Implementation

World Language

1 Exploration And Research Phase

### Engagement of School Leadership

Success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Identifying the professional learning needs of groups of teachers or staff as a whole

5 Full Implementation And Sustainability

Identifying the professional learning needs of individual teachers

5 Full Implementation And Sustainability

Providing support for teachers on the standards they have not yet mastered

5 Full Implementation And Sustainability

# Academic Engagement

View data about academic participation.

## Chronic Absenteeism

### All Students

Explore information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled. Additional information on the counts and reasons for absences can be found on DataQuest on the Absenteeism by Reason reports: <https://dq.cde.ca.gov/dataquest/DQCensus/AttAbsByRsn.aspx?aggllevel=School&cds=49402536116958&year=2022-23>

#### All Students



Orange

31.3% chronically absent

Declined 7.1% ▼

Number of Students: 115

### Student Group Details

#### All Student Groups by Performance Level

11 Total Student Groups



Red

Hispanic



Orange

Socioeconomically Disadvantaged

White



Yellow

No Student Groups



Green

No Student Groups



Blue

No Student Groups



No Performance Color

African American

Asian

English Learners

Filipino

Foster Youth

Homeless

Two or More Races

Students with Disabilities



### African American

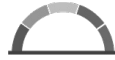


No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

### Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

### English Learners



No Performance Color

35.3% chronically absent

Number of Students: 17

### Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

### Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

### Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 9

### Two or More Races



No Performance Color

13.3% chronically absent

Number of Students: 15

### Students with Disabilities



No Performance Color

44.4% chronically absent

Increased 8.1% ▲

Number of Students: 18

### Hispanic



Red

35.4% chronically absent

Increased 2.1% ▲

Number of Students: 48

### Socioeconomically Disadvantaged



Orange

30.6% chronically absent

Declined 5% ▼

Number of Students: 85

### White



Orange

31.7% chronically absent

Declined 14.4% ▼

Number of Students: 41

## Local Indicators

STANDARD MET

### Access to a Broad Course of Study

This measure explores whether students have access to, and are enrolled in, a broad course of study including the programs and services developed and provided to unduplicated students and individuals with exceptional needs.

LEAs report progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the

adopted courses of study specified in the California Education Code for Grades 1-6 and 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs to their local governing boards at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

The summary of progress is required to be based on information collected through locally selected tools and measures that identifies differences across school sites and student groups, barriers preventing student access, and any revisions to ensure access for all students.

**1. The locally selected measures or tools used to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.**

The student course work at Kid Street is broad and based in STEAM programming. We use evidence supported programs for the core subjects including Amplify, enVision math, Twigs Science and TLC History. SPED is provided through our district. Rtl is implemented through our intervention/SST process. Students with exceptional needs are offered one on one tutoring by qualified volunteers who are trained by our reading teacher. Furthermore- Engineering is offered through Project Lead the Way, Art through Luther Burbank Center for the Arts and guest artists, and Makers by certificated classroom teachers.

**2. A summary of the differences across school sites and student groups having access to, and are enrolled in, a broad course of study, and may include a description of progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.**

There are no differences.

**3. Identification of any barriers preventing access to a broad course of study for all students.**

There are no students being prevented from access to a broad course of study.

**4. Revisions, decisions, or new actions that will be implemented, or has been implemented, to ensure access to a broad course of study for all students.**

We obtained a \$20,000 Grant from Medtronic to implement Project Lead the Way in our classrooms in 2022-2023, making our engineering and science program especially strong.

# Conditions and Climate

View data related to the attitudes, behaviors, and performance of students.

## Suspension Rate

### All Students

Explore information about the percentage of students in kindergarten through grade 12 who have been suspended for at least one aggregate day in a given school year. Students who are suspended multiple times or for multiple days are only counted once.

#### All Students



Green

0.9% suspended at least one day

Declined 1.9% ▼

Number of Students: 117

### Student Group Details

#### All Student Groups by Performance Level

11 Total Student Groups



Red

No Student Groups



Orange

No Student Groups



Yellow

No Student Groups



Green

No Student Groups



Blue

Hispanic  
Socioeconomically Disadvantaged

White



No Performance Color

African American

Asian

English Learners

Filipino

Foster Youth

Homeless

Two or More Races

Students with Disabilities

### African American



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

### Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

### English Learners



No Performance Color

0% suspended at least one day

Maintained 0%

Number of Students: 17

### Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

### Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

### Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 10

### Two or More Races



No Performance Color

6.7% suspended at least one day

Declined 7.6% ▼

Number of Students: 15

### Students with Disabilities



No Performance Color

0% suspended at least one day

Maintained 0%

Number of Students: 18

### Hispanic



Blue

0% suspended at least one day

Maintained 0%

Number of Students: 50

### Socioeconomically Disadvantaged



Blue

0% suspended at least one day

Declined 3.8% ▼

Number of Students: 86

### White



Blue

0% suspended at least one day

Declined 2.4% ▼

Number of Students: 41

## Suspension Rate By Year

Percentage of students who were suspended.

	2022	2023
Suspension Rate	2.8%	0.9%

# Local Indicators

STANDARD MET

## Basics: Teachers, Instructional Materials, Facilities

This measure addresses the percentage of appropriately assigned teachers; students' access to curriculum-aligned instructional materials; and safe, clean and functional school facilities.

As applicable, 100% of all school sites promptly address any complaints or other deficiencies identified throughout the academic year and provide information annually on progress meeting this standard to the local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

### Appropriately Assigned Teachers

Name	Total Teaching Full-Time Equivalent (FTE)	Clear (% of teaching FTE)	Comparison to Statewide Average
LEA	6.8	100%	Above
County	3,286.85	83.7%	Below
Statewide	279,044.88	84%	n/a

For additional information about appropriately assigned teachers at schools within this local educational agency, please visit the Dataquest Teaching Assignment with School Data report at <https://dq.cde.ca.gov/dataquest/DQCensus/TchAssgnOutcomeLevels.aspx?agglevel=School&cds=49402536116958&year=2021-22>.

Percent Of Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home

0

Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies)

0

STANDARD MET

## Parent and Family Engagement

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the State Board of Education adopted self-reflection tool for Priority 3 at the same meeting at which the LEA adopts its Local Control and Accountability Plan (LCAP), and reports to educational partners and the public through the Dashboard.

### 1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.

Full Implementation

### 2. Rate the LEA's progress in creating welcoming environments for all families in the community.

Full Implementation

### 3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.

Full Implementation

### 4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.

Full Implementation

**Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.**

We implemented CLEVER this past school year. This (along with our already implemented communication tools such as Class Dojo, One Call, and Remind) allows for families to access at home programming that best supports their child's learning at school. With the click of a button, families can now easily reach the many digital learning platforms that support growth such as Reflex and Lexia.

**Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.**

Our Maps Growth assessment tool allows for teachers to set goals and track progress with students being activity involved. An area for improvement would be to involve guardians in this goal setting process. This could be done at the Student Success Meeting level for those students receiving intervention.

**Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.**

Translation for Maps Growth assessments would help to engage our Multilingual families more.

**5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.**

Full Implementation

**6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.**

Full Implementation

**7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.**

Full Implementation and Sustainability

**8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.**

Full Implementation

**Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.**

One of Kid Street's strengths has been engaging our educational partners in volunteer opportunities on campus including: theater arts, after school program clubs, and events such as teacher and staff appreciation week.

**Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.**

An area of improvement would be to offer more events to engage families in low stress activities, such as STEAM nights and STEAM productions in the theater. Also, gathering families together during back to school night, open house, scholastic book fair events, and holiday meals can be more effective by integrating fun hands-on activities, eating, and playing games.

**Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.**

We can better engage our underrepresented groups by integrating multicultural traditions and different languages into our school events.

**9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.**

Full Implementation

**10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.**

Full Implementation

**11. Rate the LEA's progress in providing all families with opportunities to provide input on**

**policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.**

Full Implementation

**12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.**

Full Implementation

**Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.**

Given the small size of our school, we are able to build close family ties with guardians. Each year, our comprehensive school safety plan's component 2, Close Family Ties, is updated to reflect how we are doing in this area and ways that we can improve. Our strengths at this time include: a variety of platforms that keep guardians engaged including: One Call, Facebook, Remind Class Dojo, and on campus events.

**Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.**

We would like to see more families participating in the survey.

**Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.**

Our LCAP includes an increase in low stress family events being sponsored on campus in 23-24. Building relationships in this way will hopefully have an impact on the rate of families not only participating in the survey, but in general feeling more connected to the school.

---

STANDARD MET

## Local Climate Survey

This measure addresses information regarding the school environment based on a local climate survey administered every other year on the topics of school safety and connectedness.

LEAs report how they administered a local climate survey (at least every other year) that provides a valid measure of perceptions of school safety and connectedness to their local governing boards at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

The summary of progress is required to be based on information collected that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span.

## Local Climate Survey Summary

In 2018-2019, we began surveying our 3-6 graders with the Positive Behavioral Interventions and Supports School Climate survey; which is a survey to provide schools with an overall understanding of how elementary students perceive school climate along four dimensions: school connectedness, school safety, school orderliness, and peer and adult relations. The results are used to shape LCAP goals and actions for the following year. In addition, in 2023, a PBIS School Climate Survey was distributed and completed by School Personnel and Families.

As is often the issue with collecting data for our school, the numbers are rarely statistically significant. We do continue, however, to collect the data and try to make programming decisions based on the little data that is collected. We always need to keep an air of caution about using the data.

This information is reviewed at Professional Learning Community meetings with Faculty and also at Social Emotional Learning Professional Development meetings. It is used to guide Local Control and Accountability Actions for Goal One- Students will be actively engaged in their education and Goal Three- Students will have Basic Needs met in order to be ready for Learning.

DATA and MEANING : key learnings and challenges

The overall mean score for the PBIS student survey was 2.94. Lower than expected scores were shown in students reporting that they like school and that students behave so that teachers can teach.

The overall mean score for the PBIS school personnel survey was 3.56. Lower than expected scores were shown in Parental Involvement.

The overall mean score for the PBIS families survey was 2.93. Lower than expected scores were shown in student interpersonal relationships and Parental Involvement.

USE: actions

PBIS Student Survey feedback influenced the LCAP in the following way: Improving our school climate through: Responsive Classroom Introductory and Advanced training for teachers, piloting Fly Five SEL Curriculum, and Breathe for Change professional development. (Goal 1)

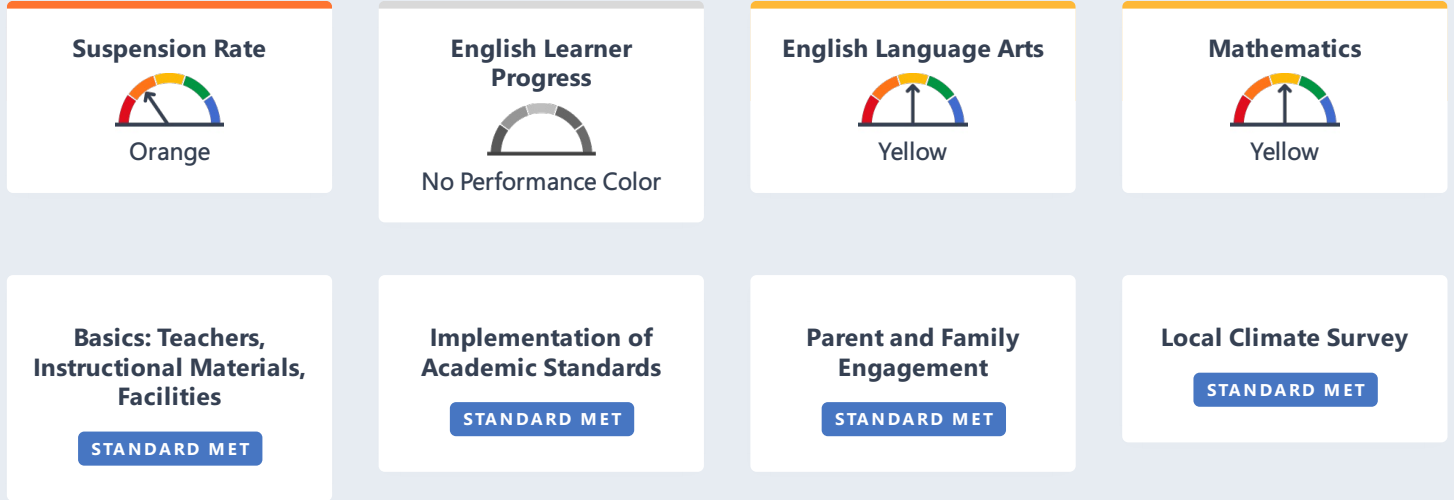
PBIS School Personnel Survey feedback influenced the LCAP in the following way: Increasing parental involvement opportunities that are low pressure, such as social meetings and STEAM nights. (Goal 4)

PBIS Families Survey feedback influenced the LCAP in the following ways: Improving our school climate programming to ensure that students are acquiring the social skills that they need to be safe and successful (Goal 1) and involving parents more in low pressure school events, not only STEAM nights but Scholastic Book Fair, dance recitals, and theater arts productions (Goal 4 and Goal 1).

# Kid Street Learning Center Charter

2017

Explore the performance of Kid Street Learning Center Charter under California's Accountability System.



## School Details

### Optional Narrative Summary

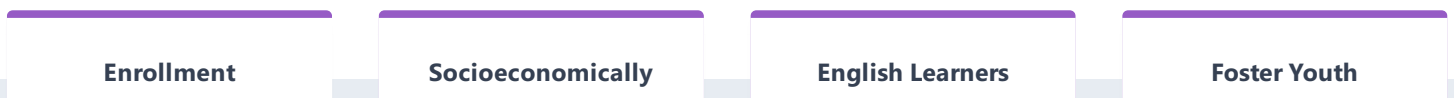
Completed By Kid Street Learning Center Charter

Kid Street is a TK-8th grade independent charter school authorized by Santa Rosa City Schools since 1999. We currently serve 133 students. Kid Street is located in historic Railroad Square in a vintage 1923 building. Our focus is on the whole child and the family. We offer enrichment, a one to one device ratio, Maker's Education and challenging, evidence supported curriculum.

<b>NAME</b> Kid Street Learning Center Charter	<b>ADDRESS</b> 709 Davis Street Santa Rosa, CA 95401-4767	<b>WEBSITE</b> <a href="http://www.kstreet.org">http://www.kstreet.org</a>	<b>GRADES SERVED</b> K-8
---	---	---	-----------------------------

## Student Population

Explore information about this school's student population.



116

Disadvantaged  
80.2%

14.7%

4.3%


KID STREET LEARNING CENTER CHARTER

# Academic Performance

View Student Assessment Results and other aspects of school performance.

[LEARN MORE](#)

### English Language Arts



Yellow

47.1 points below standard


Increased 9.2 Points ▲

**EQUITY REPORT**  
Number of Student Groups in Each Color

0 Red	1 Orange	0 Yellow
0 Green	0 Blue	

[LEARN MORE](#)

### Mathematics



Yellow

54.6 points below standard

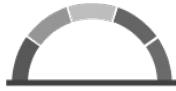
Increased 10 Points ▲

**EQUITY REPORT**  
Number of Student Groups in Each Color

0 Red	1 Orange	0 Yellow
0 Green	0 Blue	

[LEARN MORE](#)

### English Learner Progress



No Performance Color

76.9% making progress

No Data

**EQUITY REPORT**  
Number of Student Groups in Each Color

0 Red	0 Orange	0 Yellow
0 Green	0 Blue	

## Local Indicators

[LEARN MORE](#)

### Implementation of Academic Standards

STANDARD MET

KID STREET LEARNING CENTER CHARTER

# Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

[LEARN MORE](#)

## Suspension Rate



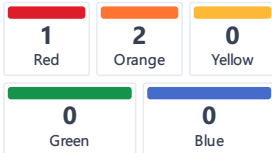
Orange

5.4% suspended at least once

Increased 2.2% ▲

### EQUITY REPORT

Number of Student Groups in Each Color



## Local Indicators

[LEARN MORE](#)

**Basics: Teachers, Instructional Materials, Facilities**

STANDARD MET

[LEARN MORE](#)

**Parent and Family Engagement**

STANDARD MET

[LEARN MORE](#)

**Local Climate Survey**

STANDARD MET

# Academic Performance

View student assessment results and other aspects of school performance under the California Accountability System.

## English Language Arts

### All Students

Explore how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

#### All Students



Yellow

47.1 points below standard

Increased 9.2 Points ▲

Number of Students: 61

### Student Group Details

#### All Student Groups by Performance Level

10 Total Student Groups



Red

No Students



Orange

Socioeconomically Disadvantaged



Yellow

No Students



Green

No Students



Blue

No Students



No Performance Color

African American

American Indian

English Learners

Foster Youth

Hispanic

Homeless

Two or More Races

Students with Disabilities

White

### African American



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

### American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

### English Learners



No Performance Color

70.2 points below standard

No Data

Number of Students: 13

### Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

### Hispanic



No Performance Color

53.6 points below standard

Declined 4 Points ▼

Number of Students: 28

### Homeless



No Performance Color

48.3 points below standard

No Data

Number of Students: 16

### Two or More Races



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

### Students with Disabilities



No Performance Color

84.4 points below standard

No Data

Number of Students: 14

### White



No Performance Color

44.8 points below standard

Increased 6 Points ▲

Number of Students: 25

### Socioeconomically Disadvantaged



Orange

54.9 points below standard

Maintained 0.6 Points

Number of Students: 47

## Distance From Standard (Grades 3-8)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

2015

2016

2017

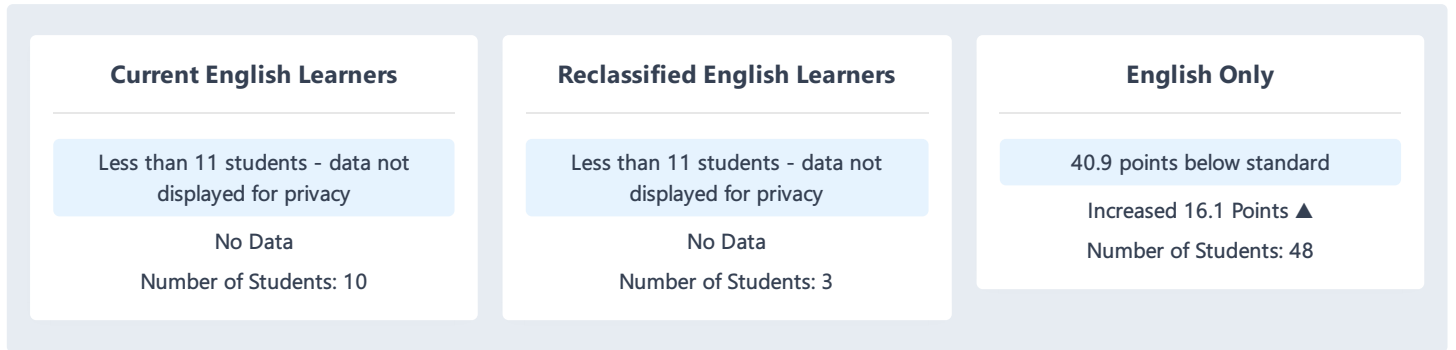
Grades 3-8 43.1 points below standard

56.3 points below standard

47.1 points below standard

## English Language Arts Data Comparisons: English Learners

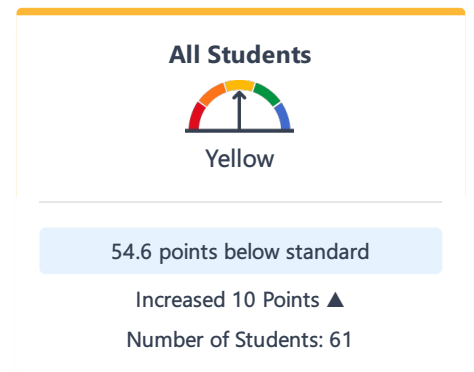
Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.



## Mathematics

### All Students

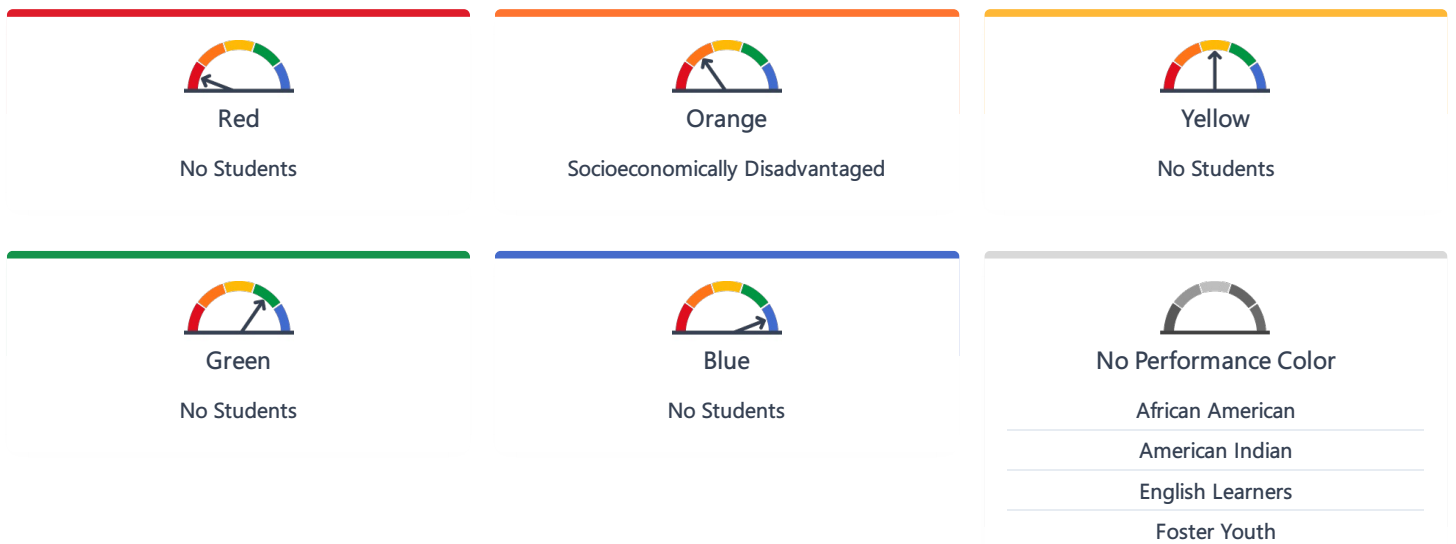
Explore how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



### Student Group Details

#### All Student Groups by Performance Level

10 Total Student Groups



Hispanic
Homeless
Two or More Races
Students with Disabilities
White



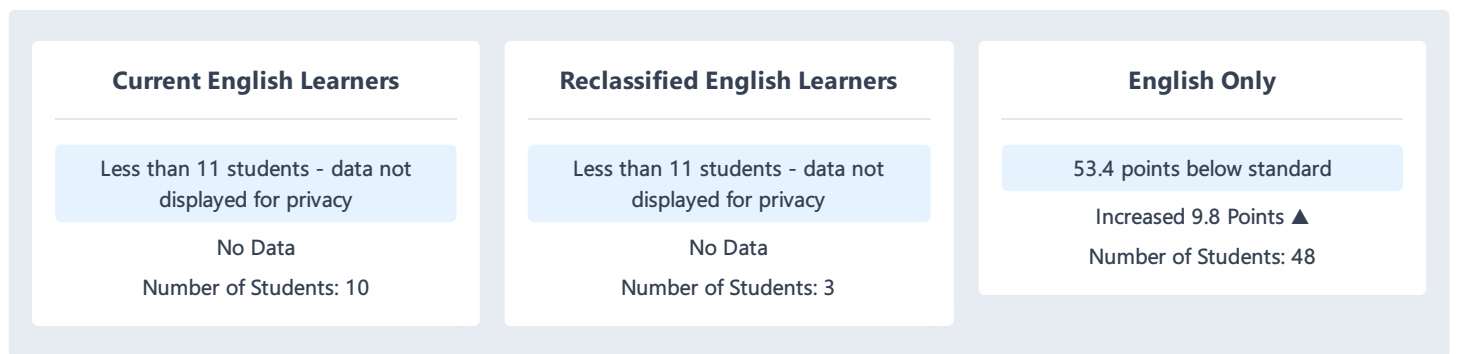
<p><b>African American</b></p> <p>No Performance Color</p> <hr/> <p>Less than 11 students - data not displayed for privacy</p> <p>Number of Students: 1</p>	<p><b>American Indian</b></p> <p>No Performance Color</p> <hr/> <p>Less than 11 students - data not displayed for privacy</p> <p>Number of Students: 1</p>	<p><b>English Learners</b></p> <p>No Performance Color</p> <hr/> <p>58.8 points below standard</p> <p>No Data</p> <p>Number of Students: 13</p>	
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <hr/> <p>Less than 11 students - data not displayed for privacy</p> <p>Number of Students: 4</p>	<p><b>Hispanic</b></p> <p>No Performance Color</p> <hr/> <p>58.5 points below standard</p> <p>Declined 12.1 Points ▼</p> <p>Number of Students: 28</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <hr/> <p>76.4 points below standard</p> <p>No Data</p> <p>Number of Students: 16</p>	
<p><b>Two or More Races</b></p> <p>No Performance Color</p> <hr/> <p>Less than 11 students - data not displayed for privacy</p> <p>Number of Students: 6</p>	<p><b>Students with Disabilities</b></p> <p>No Performance Color</p> <hr/> <p>100.7 points below standard</p> <p>No Data</p> <p>Number of Students: 14</p>	<p><b>White</b></p> <p>No Performance Color</p> <hr/> <p>55 points below standard</p> <p>Increased 33.2 Points ▲</p> <p>Number of Students: 25</p>	
<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <hr/> <p>62.6 points below standard</p> <p>Maintained -1.6 Points</p> <p>Number of Students: 47</p>			

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2015	2016	2017
Grades 3-8	56.6 points below standard	64.6 points below standard	54.6 points below standard

## Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics.



## English Learner Progress

### English Learner Progress Indicator

Additional information on English learners in grades kindergarten through grade 12 who made progress towards English proficiency.

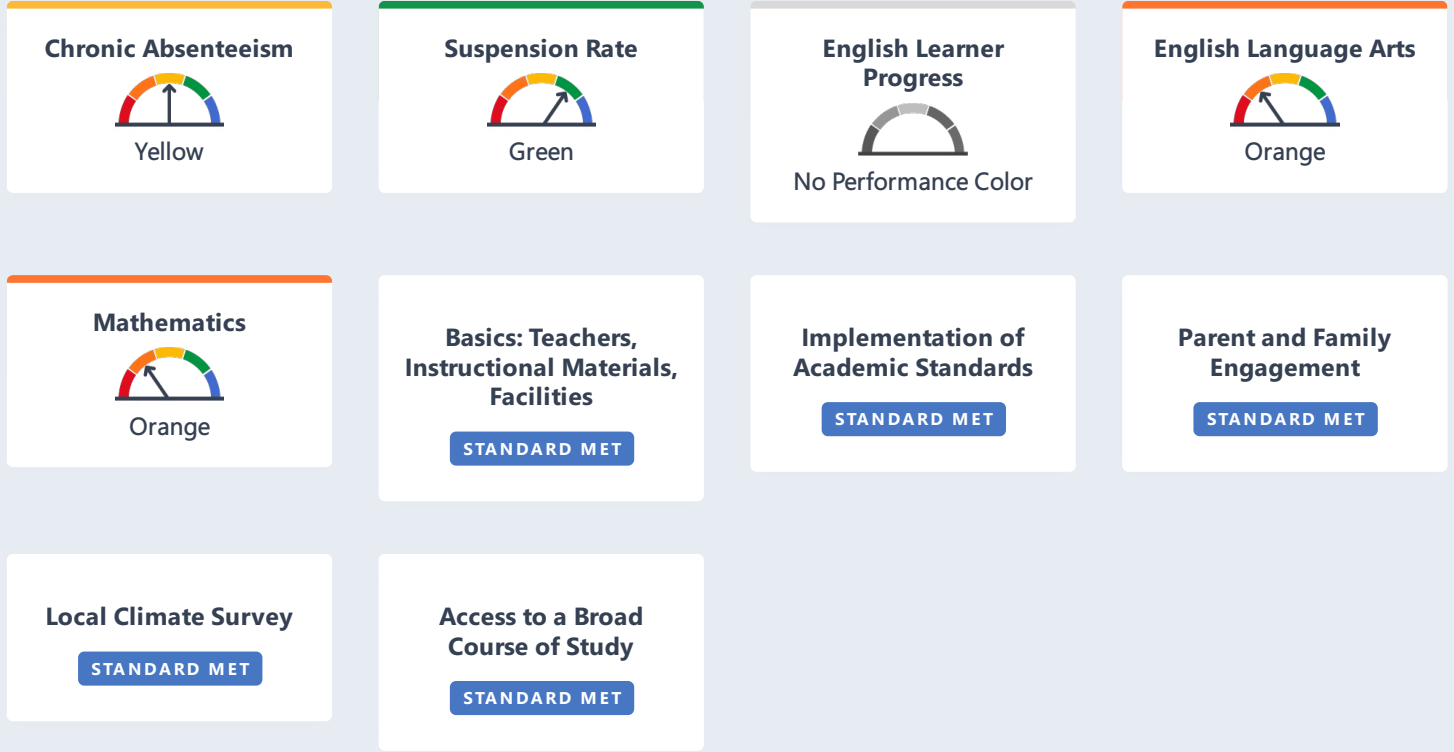
	2016	2017
English Learner Progress	45.5%	76.9%

## Local Indicators

# Kid Street Learning Center Charter

2018

Explore the performance of Kid Street Learning Center Charter under California's Accountability System.



## School Details

### Optional Narrative Summary

Completed By Kid Street Learning Center Charter

Kid Street Charter School is a Transitional Kindergarten- sixth grade independent charter; authorized through Santa Rosa City School District since 1999.

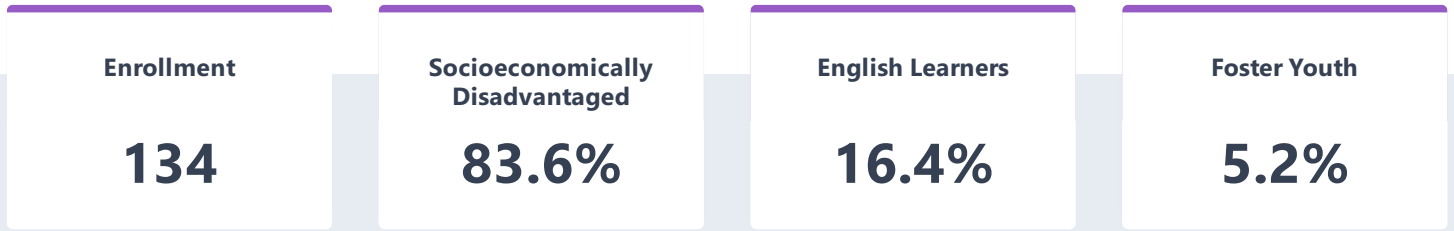
The Mission of Kid Street Learning Center, in partnership with the community, is to provide a rigorous and enriching educational program in which every child realizes their full potential.

We strive to meet each student's unique physical, psychological, and emotional needs as they strive for academic excellence using 21st Century tools.

<p><b>NAME</b> Kid Street Learning Center Charter</p>	<p><b>ADDRESS</b> 709 Davis Street Santa Rosa, CA 95401-4767</p>	<p><b>WEBSITE</b> <a href="http://www.kstreet.org">http://www.kstreet.org</a></p>	<p><b>GRADES SERVED</b> K-8</p>
---	--	---	-------------------------------------

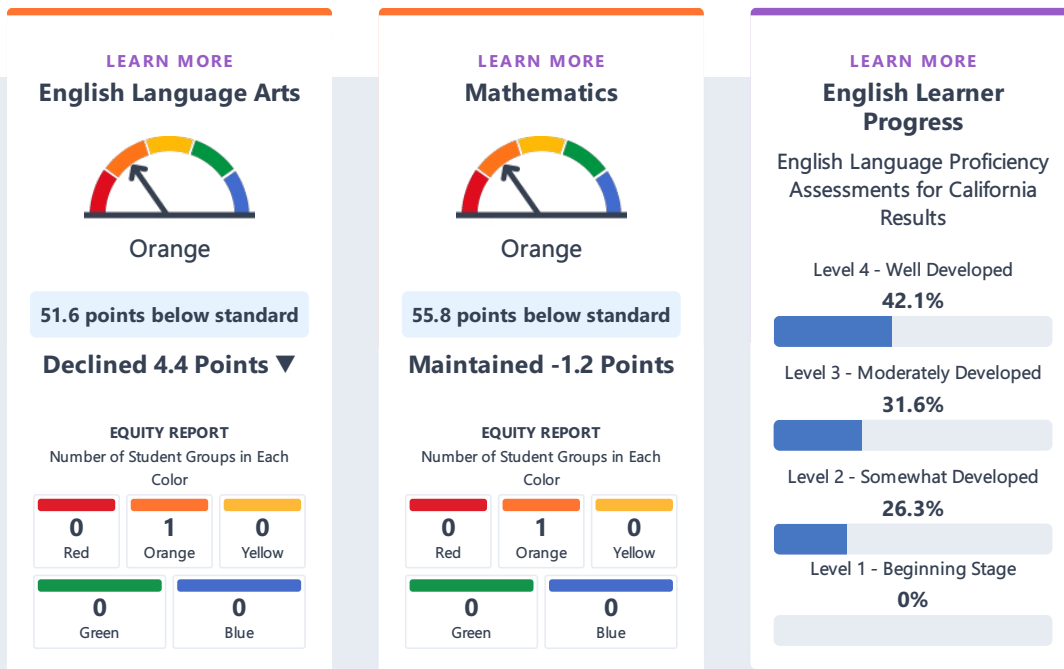
# Student Population

Explore information about this school's student population.

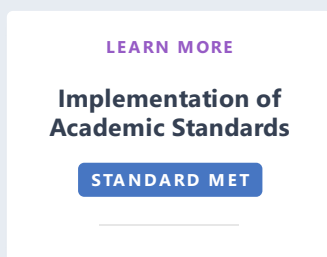


# Academic Performance

View Student Assessment Results and other aspects of school performance.



## Local Indicators




# Academic Engagement

See information that shows how well schools are engaging students in their learning.

[LEARN MORE](#)

## Chronic Absenteeism



Yellow

20% chronically absent

Declined 5% ▼

**EQUITY REPORT**  
Number of Student Groups in Each Color

0 Red	2 Orange	2 Yellow
0 Green	0 Blue	

## Local Indicators

[LEARN MORE](#)

### Access to a Broad Course of Study


STANDARD MET

# Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

[LEARN MORE](#)

## Suspension Rate



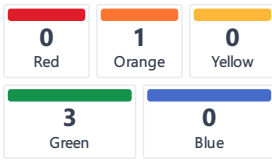
Green

1.9% suspended at least once

Declined 3.5% ▼

EQUITY REPORT

Number of Student Groups in Each Color



## Local Indicators

[LEARN MORE](#)

**Basics: Teachers, Instructional Materials, Facilities**

**STANDARD MET**

[LEARN MORE](#)

**Parent and Family Engagement**

**STANDARD MET**

[LEARN MORE](#)

**Local Climate Survey**

**STANDARD MET**

# Academic Performance

View student assessment results and other aspects of school performance under the California Accountability System.

## English Language Arts

### All Students

Explore how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

#### All Students



Orange

51.6 points below standard

Declined 4.4 Points ▼

Number of Students: 63

### Student Group Details

#### All Student Groups by Performance Level

10 Total Student Groups



Red

No Students



Orange

Socioeconomically Disadvantaged



Yellow

No Students



Green

No Students



Blue

No Students



No Performance Color

African American

American Indian

English Learners

Foster Youth

Hispanic

Homeless

Two or More Races

Students with Disabilities

White

### African American



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

### American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

### English Learners



No Performance Color

49.3 points below standard

Increased 20.8 Points ▲

Number of Students: 12

### Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

### Hispanic



No Performance Color

40.7 points below standard

Increased 12.9 Points ▲

Number of Students: 28

### Homeless



No Performance Color

71.1 points below standard

Declined 22.9 Points ▼

Number of Students: 28

### Two or More Races



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 10

### Students with Disabilities



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 10

### White



No Performance Color

53 points below standard

Declined 8.2 Points ▼

Number of Students: 22

### Socioeconomically Disadvantaged



Orange

56.7 points below standard

Maintained -1.8 Points

Number of Students: 56

## Distance From Standard (English Language Arts)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

2016

2017

2018

All Students

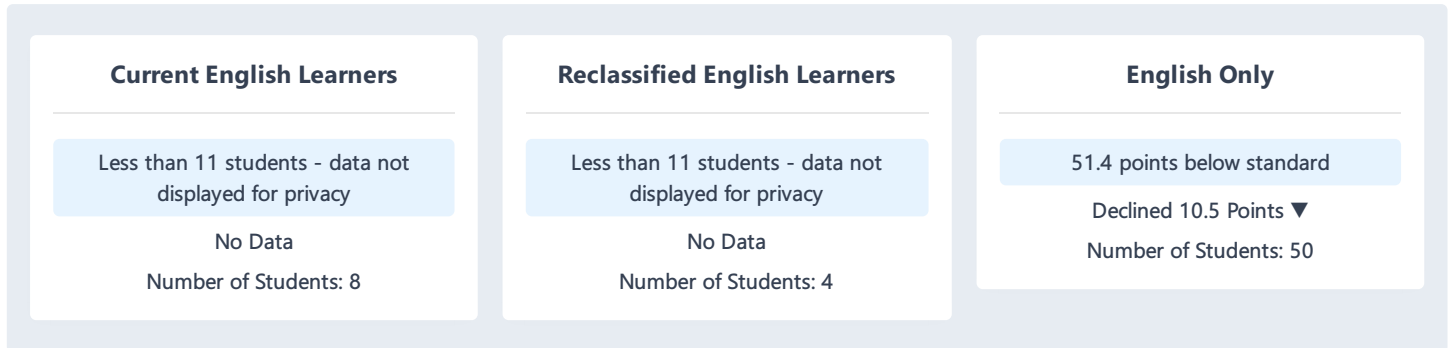
N/A

47.1 points below standard

51.6 points below standard

## English Language Arts Data Comparisons: English Learners

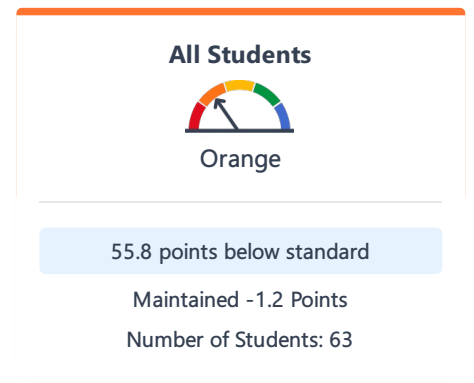
Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.



## Mathematics

### All Students

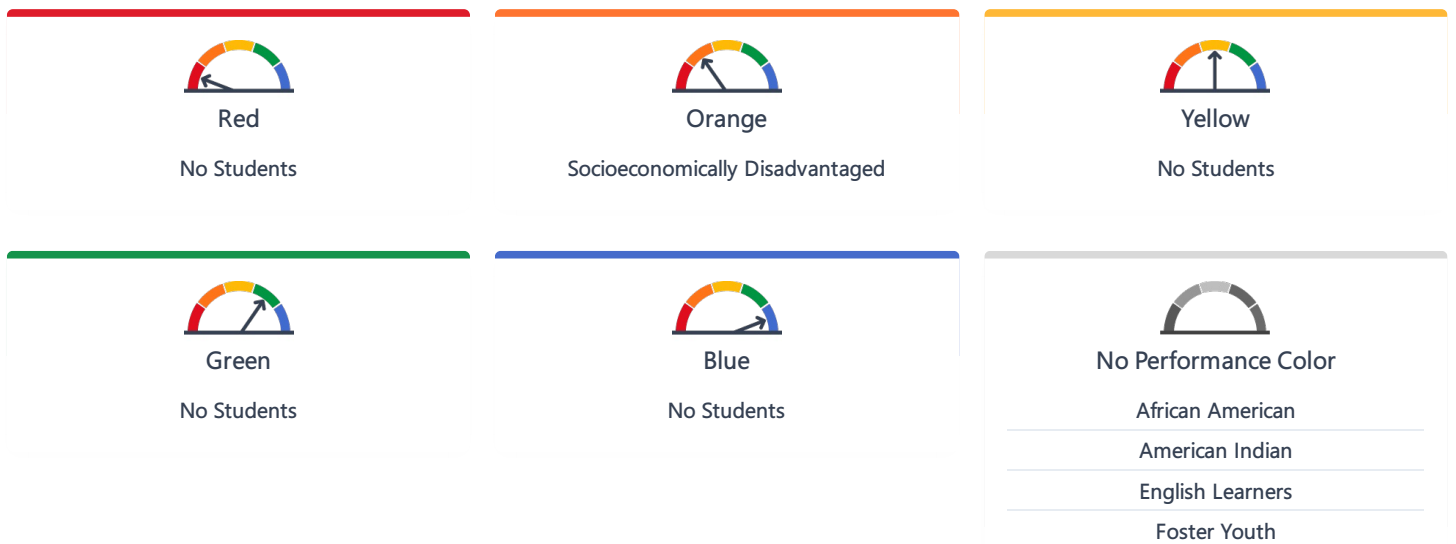
Explore how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



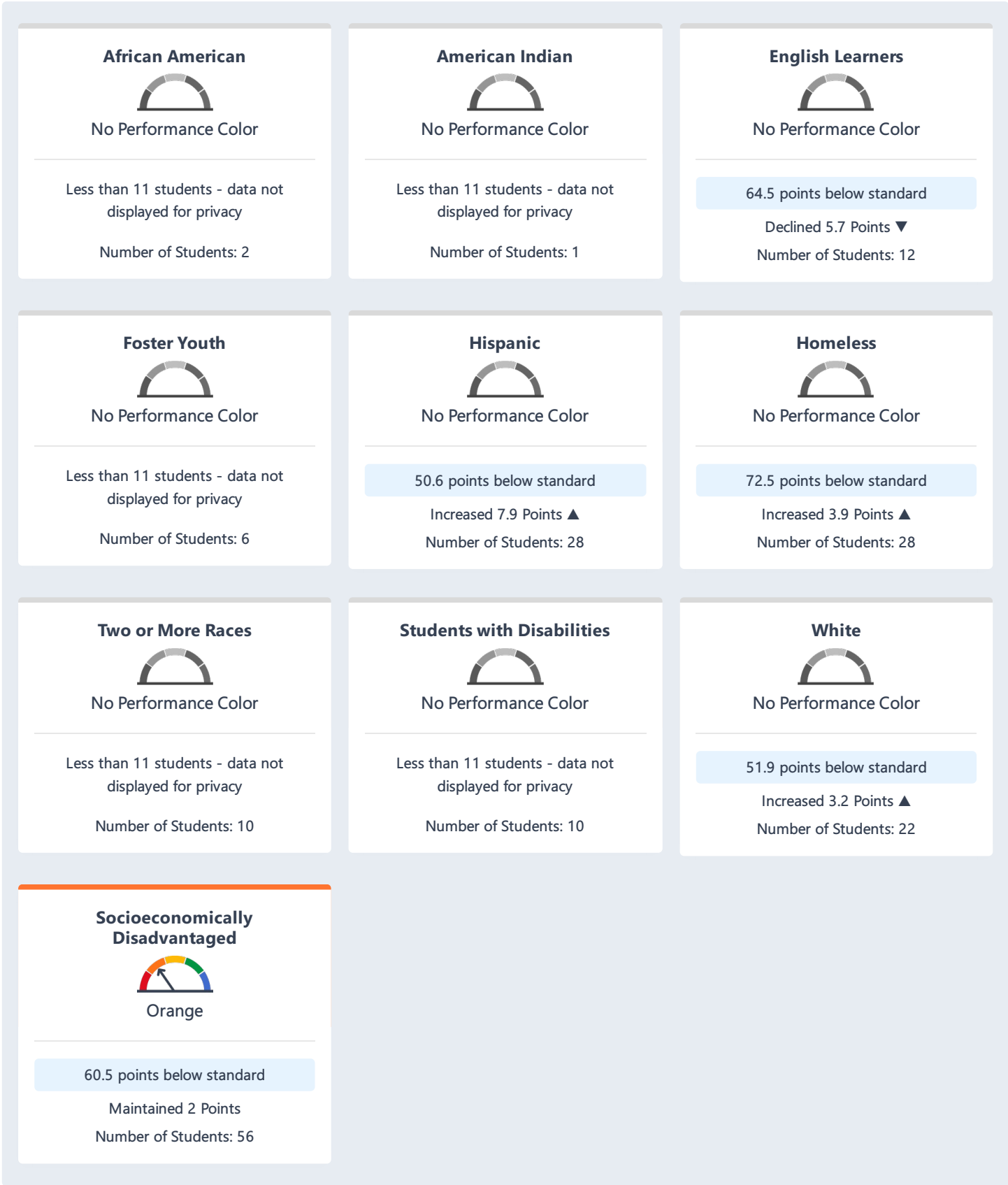
### Student Group Details

#### All Student Groups by Performance Level

10 Total Student Groups



Hispanic
Homeless
Two or More Races
Students with Disabilities
White

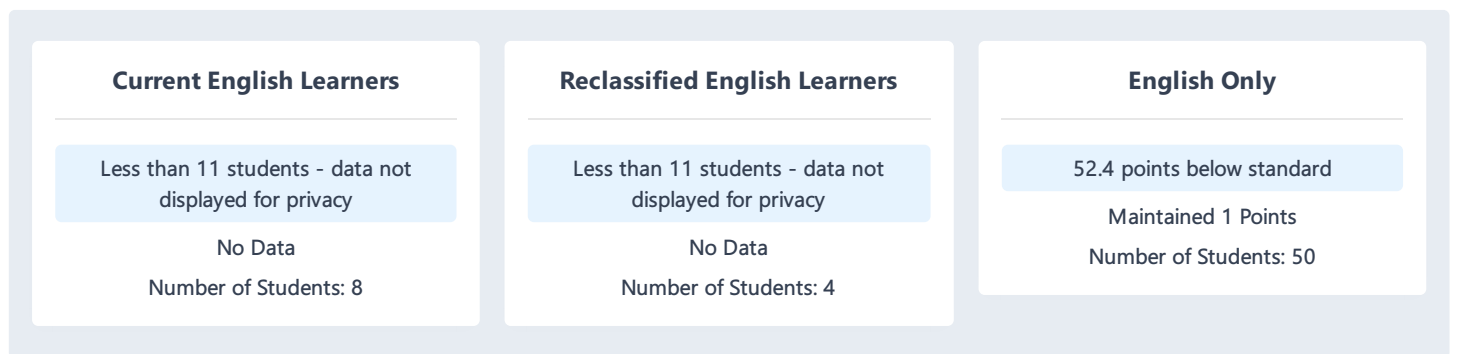


Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

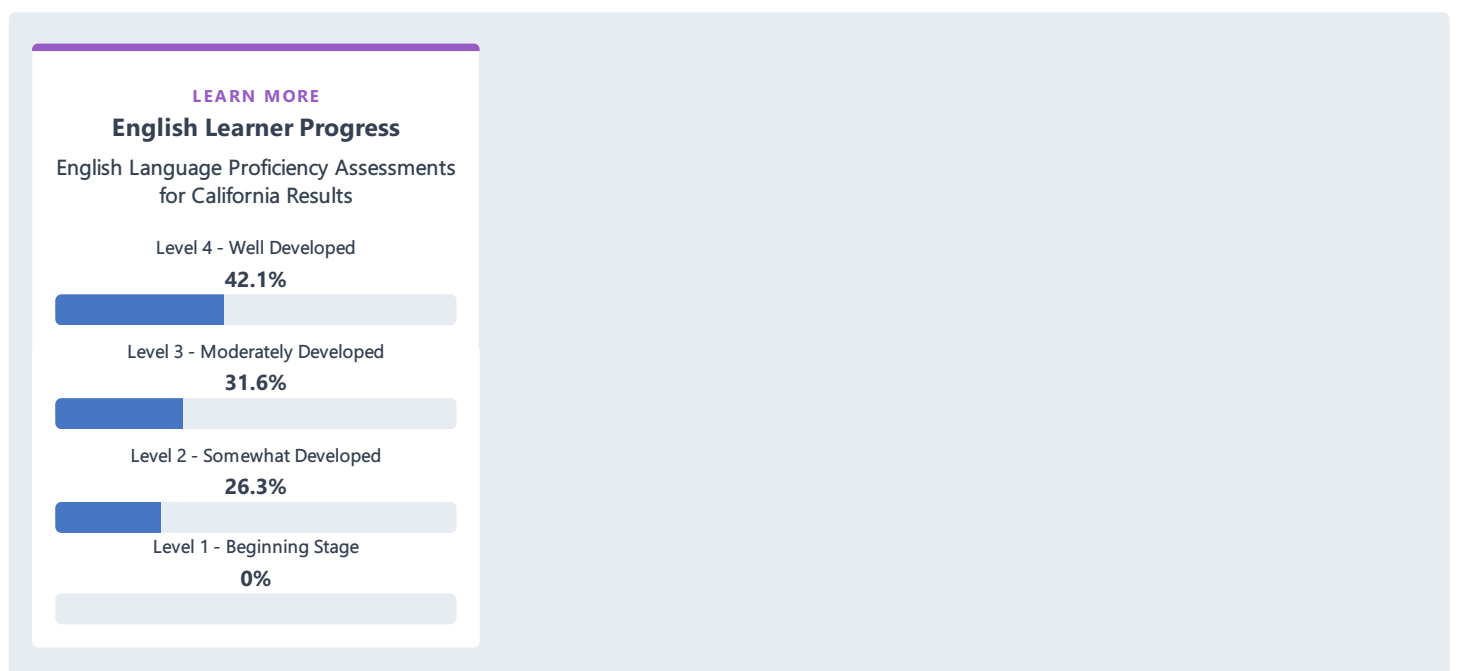
	2016	2017	2018
All Students	N/A	54.6 points below standard	55.8 points below standard

## Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics.



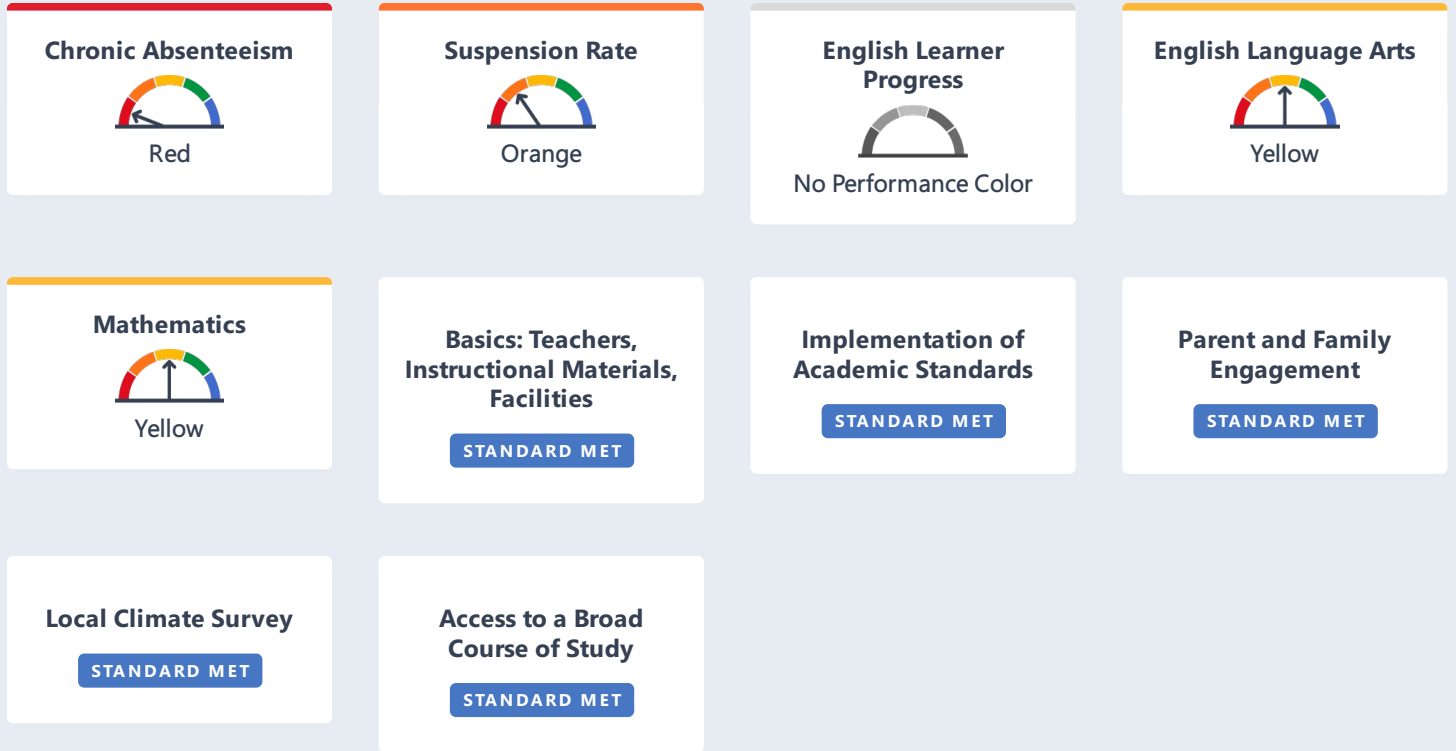
## English Learner Progress



## Local Indicators

# Kid Street Learning Center 2019 Charter

Explore the performance of Kid Street Learning Center Charter under California's Accountability System.



## School Details

### Optional Narrative Summary

Completed By Kid Street Learning Center Charter

Kid Street Charter School is a Transitional Kindergarten- sixth grade independent charter; authorized through Santa Rosa City School District since 1999.

The Mission of Kid Street Learning Center, in partnership with the community, is to provide a rigorous and enriching educational program in which every child realizes their full potential.

We strive to meet each student's unique physical, psychological, and emotional needs as they strive for academic excellence using 21st Century tools.

<b>NAME</b> Kid Street Learning Center Charter	<b>ADDRESS</b> 709 Davis Street Santa Rosa, CA 95401-4767	<b>WEBSITE</b> <a href="http://www.kstreet.org">http://www.kstreet.org</a>	<b>GRADES SERVED</b> K-6
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# Student Population

Explore information about this school's student population.

<p><b>Enrollment</b></p> <p><b>116</b></p>	<p><b>Socioeconomically Disadvantaged</b></p> <p><b>72.4%</b></p>	<p><b>English Learners</b></p> <p><b>13.8%</b></p>	<p><b>Foster Youth</b></p> <p><b>6.9%</b></p>
--	---	--	---

# Academic Performance

View Student Assessment Results and other aspects of school performance.

<p><b>LEARN MORE</b></p> <p><b>English Language Arts</b></p>  <p>Yellow</p> <p>28.4 points below standard</p> <p><b>Increased 23.2 Points ▲</b></p> <p><b>EQUITY REPORT</b> Number of Student Groups in Each Color</p> <table border="1"> <tr> <td>0 Red</td> <td>0 Orange</td> <td>1 Yellow</td> </tr> <tr> <td>0 Green</td> <td>0 Blue</td> <td></td> </tr> </table>	0 Red	0 Orange	1 Yellow	0 Green	0 Blue		<p><b>LEARN MORE</b></p> <p><b>Mathematics</b></p>  <p>Yellow</p> <p>41.1 points below standard</p> <p><b>Increased 14.7 Points ▲</b></p> <p><b>EQUITY REPORT</b> Number of Student Groups in Each Color</p> <table border="1"> <tr> <td>0 Red</td> <td>1 Orange</td> <td>0 Yellow</td> </tr> <tr> <td>0 Green</td> <td>0 Blue</td> <td></td> </tr> </table>	0 Red	1 Orange	0 Yellow	0 Green	0 Blue		<p><b>LEARN MORE</b></p> <p><b>English Learner Progress</b></p> <p>57.1% making progress towards English language proficiency</p> <p><b>Number of EL Students: 14</b></p> <p><b>Progress Levels</b></p> <table border="1"> <tr> <td>Very High = 65% or higher</td> </tr> <tr> <td>High = 55% to less than 65%</td> </tr> <tr> <td>Medium = 45% to less than 55%</td> </tr> <tr> <td>Low = 35% to less than 45%</td> </tr> <tr> <td>Very Low = Less than 35%</td> </tr> </table>	Very High = 65% or higher	High = 55% to less than 65%	Medium = 45% to less than 55%	Low = 35% to less than 45%	Very Low = Less than 35%
0 Red	0 Orange	1 Yellow																	
0 Green	0 Blue																		
0 Red	1 Orange	0 Yellow																	
0 Green	0 Blue																		
Very High = 65% or higher																			
High = 55% to less than 65%																			
Medium = 45% to less than 55%																			
Low = 35% to less than 45%																			
Very Low = Less than 35%																			

## Local Indicators

**LEARN MORE**

**Implementation of Academic Standards**


**STANDARD MET**

# Academic Engagement

See information that shows how well schools are engaging students in their learning.

[LEARN MORE](#)

## Chronic Absenteeism



Red

22.5% chronically absent

Increased 2.5% ▲

**EQUITY REPORT**  
Number of Student Groups in Each Color

3 Red	0 Orange	0 Yellow
0 Green	0 Blue	

## Local Indicators

[LEARN MORE](#)

## Access to a Broad Course of Study


**STANDARD MET**

# Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

[LEARN MORE](#)

## Suspension Rate



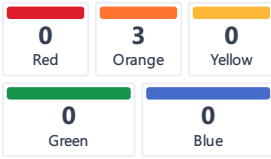
Orange

3.8% suspended at least once

Increased 1.9% ▲

EQUITY REPORT

Number of Student Groups in Each Color



## Local Indicators

[LEARN MORE](#)

**Basics: Teachers, Instructional Materials, Facilities**

STANDARD MET

[LEARN MORE](#)

**Parent and Family Engagement**

STANDARD MET

[LEARN MORE](#)

**Local Climate Survey**

STANDARD MET

# Academic Performance

View student assessment results and other aspects of school performance under the California Accountability System.

## English Language Arts

### All Students

Explore how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

#### All Students



Yellow

28.4 points below standard

Increased 23.2 Points ▲

Number of Students: 57

### Student Group Details

#### All Student Groups by Performance Level

10 Total Student Groups



Red

No Students



Orange

No Students



Yellow

Socioeconomically Disadvantaged



Green

No Students



Blue

No Students



No Performance Color

African American

American Indian

English Learners

Foster Youth

Hispanic

Homeless

Two or More Races

Students with Disabilities

White

### African American



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

### American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

### English Learners



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 9

### Foster Youth

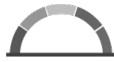


No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

### Hispanic



No Performance Color

29.3 points below standard

Increased 11.4 Points ▲

Number of Students: 22

### Homeless



No Performance Color

49.5 points below standard

Increased 21.6 Points ▲

Number of Students: 11

### Two or More Races



No Performance Color

43.9 points below standard

No Data

Number of Students: 11

### Students with Disabilities



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

### White



No Performance Color

8.4 points below standard

Increased 44.6 Points ▲

Number of Students: 21

### Socioeconomically Disadvantaged



Yellow

50.5 points below standard

Increased 6.2 Points ▲

Number of Students: 43

## Distance From Standard (English Language Arts)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

2017

2018

2019

All Students 47.1 points below standard

51.6 points below standard

28.4 points below standard

## English Language Arts Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.


Current English Learners	Reclassified English Learners	English Only
<p>Less than 11 students - data not displayed for privacy</p> <p>No Data</p> <p>Number of Students: 7</p>	<p>Less than 11 students - data not displayed for privacy</p> <p>No Data</p> <p>Number of Students: 2</p>	<p>22 points below standard</p> <p>Increased 29.5 Points ▲</p> <p>Number of Students: 47</p>

## Mathematics

### All Students

Explore how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

**All Students**



Yellow

41.1 points below standard






Increased 14.7 Points ▲

Number of Students: 57

### Student Group Details

#### All Student Groups by Performance Level

10 Total Student Groups

 <p>Red</p> <p>No Students</p>	 <p>Orange</p> <p>Socioeconomically Disadvantaged</p>	 <p>Yellow</p> <p>No Students</p>
 <p>Green</p> <p>No Students</p>	 <p>Blue</p> <p>No Students</p>	<p>No Performance Color</p> <p>African American</p> <p>American Indian</p> <p>English Learners</p> <p>Foster Youth</p>

- Hispanic
- Homeless
- Two or More Races
- Students with Disabilities
- White



**African American**



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

**American Indian**



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

**English Learners**



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 9

**Foster Youth**



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

**Hispanic**



No Performance Color

45 points below standard

Increased 5.6 Points ▲

Number of Students: 22

**Homeless**



No Performance Color

88.8 points below standard

Declined 16.3 Points ▼

Number of Students: 11

**Two or More Races**



No Performance Color

45.9 points below standard

No Data

Number of Students: 11

**Students with Disabilities**



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

**White**



No Performance Color

23.4 points below standard

Increased 28.4 Points ▲

Number of Students: 21

**Socioeconomically Disadvantaged**



Orange

61.7 points below standard

Maintained -1.2 Points

Number of Students: 43

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2017	2018	2019
All Students	54.6 points below standard	55.8 points below standard	41.1 points below standard

## Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics.

Current English Learners	Reclassified English Learners	English Only
<p>Less than 11 students - data not displayed for privacy</p> <p>No Data</p> <p>Number of Students: 7</p>	<p>Less than 11 students - data not displayed for privacy</p> <p>No Data</p> <p>Number of Students: 2</p>	<p>31.6 points below standard</p> <p>Increased 20.8 Points ▲</p> <p>Number of Students: 47</p>

## English Learner Progress Indicator

### All English Learner Students

Explore information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

[LEARN MORE](#)

**English Learner Progress**

**57.1% making progress towards English language proficiency**

**Number of EL Students: 14**

**Performance Level**

**Low**

**Assessments:** ELs take the ELPAC exam to measure progress towards English language proficiency. The ELPAC has 4 levels.

**Accountability:** The 4 ELPAC levels were divided into 6 ELPI levels to determine whether ELs made progress toward English language proficiency.

### Student English Language Acquisition Results

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

ELs Who Decreased at Least One ELPI Level	35.7%
ELs who Maintained ELPI Levels 1, 2L, 2H, 3L, 3H	7.1%
ELs who Maintained ELPI Level 4	7.1%
ELs Who Progressed at Least One ELPI Level	50%

## Local Indicators

STANDARD MET

### Implementation of Academic Standards

This measure covers the implementation of state academic standards.

Local educational agencies (LEAs) annually measure their progress in implementing state academic standards and report the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

The summary of progress is required to be based on information collected with locally selected measures or tools and includes a description of why the district chose the selected measure or tool.

### Reflection Tool Rating Scale (lowest to highest)

1	Exploration And Research Phase
2	Beginning Development
3	Initial Implementation
4	Full Implementation
5	Full Implementation And Sustainability

### Professional Development

Progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

English Language Arts – Common Core State Standards for English Language Arts

5	Full Implementation And Sustainability
---	--

English Language Development (Aligned to English Language Arts Standards)

4	Full Implementation
---	---------------------

Mathematics – Common Core State Standards for Mathematics

5	Full Implementation And Sustainability
---	--

Next Generation Science Standards

4	Full Implementation
---	---------------------

History - Social Science

5	Full Implementation And Sustainability
---	--

### Instructional Materials

# ATTACHMENT 2

## 2023-24 Enrollment by Ethnicity

### Kid Street Learning Center Charter Report (49-70912-6116958)

**+ Report Description**

**- Report Options and Filters**

#### Report Selection

**Report:**

**County:**

**District:**

**School:**

**Year:**

#### Report Filters

**School Type:**  All Schools  Charter  Non-Charter

**Gender:**  All Students  Male  Female  Non-binary

**English Learners:**  All Students  Yes  No

**Students With Disabilities:**  All Students  Yes  No

Program Subgroups:

- No Subgroup Filters

Report filters have been disabled to protect student privacy. [Why?](#)

## Display Options

View Data As:

Percents  Numbers

Sort by Column:

Name  
 Ascending  Descending

Name	Total	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races	Not Reported
<a href="#">Kid Street Charter</a>	116	6.0%	0.0%	0.9%	2.6%	37.1%	0.0%	37.9%	15.5%	0.0%

## Report Totals

Name	Total	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races	Not Reported
<a href="#">Kid Street Charter</a>	116	6.0%	0.0%	0.9%	2.6%	37.1%	0.0%	37.9%	15.5%	0.0%
<a href="#">Santa Rosa Elementary</a>	4,857	1.8%	0.5%	2.6%	0.6%	65.3%	0.4%	23.8%	5.0%	0.0%
<a href="#">Sonoma County</a>	64,447	1.5%	0.7%	2.9%	0.7%	49.2%	0.5%	38.0%	5.6%	0.8%
<a href="#">Statewide</a>	5,837,690	4.9%	0.4%	9.9%	2.2%	56.1%	0.4%	20.3%	4.6%	1.1%



# 2023-24 Enrollment by Subgroup

## Kid Street Learning Center Charter Report (49-70912-6116958)

**+ Report Description**

**- Report Options and Filters**

### Report Selection

Report:

County:

District:

School:

Year:

### Display Options

View Data As:  Numbers  Row Percents  Column Percents

Subgroup	Enrollment
English Learners	11.2%

Foster Youth	0.9%
Homeless Youth	5.2%
Migrant Education	0.0%
Students with Disabilities	13.8%
Socioeconomically Disadvantaged	75.0%
<b>All Students</b>	<b>116</b>

# ATTACHMENT 3

## Questions for Kid Street Charter Regarding Renewal

Topic/Section	Question/Comment	Response
Fiscal/Budget, Lisa August	<p>Enrollment projections are substantially higher than the <a href="#">recent trend</a> and surpass historic high of 134 in 17/18.</p> <ol style="list-style-type: none"> <li>1. Please provide preliminary census day enrollment.</li> <li>2. What is the reasoning?</li> <li>3. Please provide a contingency budget plan should enrollment not materialize.</li> </ol>	<ol style="list-style-type: none"> <li>1) Preliminary census day count 116</li> <li>2) &amp; 3) Projections of 130 for 2024-25 and 2025-26 assumed full kindergarten and current year budget and actual enrollment of 116 equate to a balanced budget with \$32k surplus for the 2024-25 year.</li> </ol>
Fiscal/Budget, Lisa August	<p>Reserves are listed at 114% of annual expenditures. While reserves for unexpected issues are necessary, this seems excessive.</p> <ol style="list-style-type: none"> <li>1. Please provide the plan for the excess funds and reflect them as assigned or committed as appropriate.</li> <li>2. If there is not a specific purpose for the excess, please explain how it is impacting current students who are not receiving a larger portion of current funds.</li> <li>3. Is this for cashflow purposes? If so, is there a board policy or resolution that sets a minimum reserve amount. If so, please provide a copy.</li> </ol>	<ol style="list-style-type: none"> <li>1) School has worked to maintain reserves as security against uncertain economic conditions. Currently, school anticipates 30% of reserves set-aside for cash flow security, 25% of reserves set-aside for potential decline in enrollment, and 30% set-aside for anticipated building maintenance and unexpected costs of a building that is over 100 years old. As a very small school with a proportionately smaller budget and limited access to financing (and available financing is very expensive), we believe that maintaining this level of reserves is prudent to ensuring our</li> </ol>

		<p>ongoing viability and capacity to weather uncertainty.</p> <p>2) Current budget projects to utilize all funding. All students benefit from single year cash flow projected at \$32k for 24-25 with actual enrollment of 116. There is no specific board policy for minimum reserve amount. Board will be developing policy in the 24-25 school year.</p>
Ed Services	<ul style="list-style-type: none"> <li>● Action plan for improvement</li> <li>● Information on subgroups <ul style="list-style-type: none"> <li>○ # of ELs and how they are performing</li> <li>○ # of Sped students and how are they performing</li> </ul> </li> </ul>	Addressed in the Academic Update document

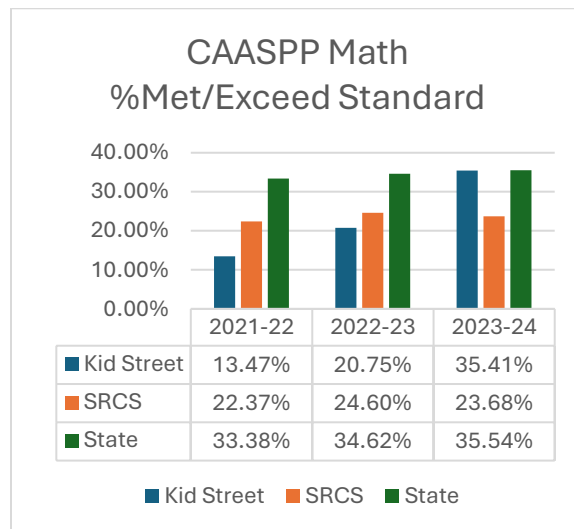
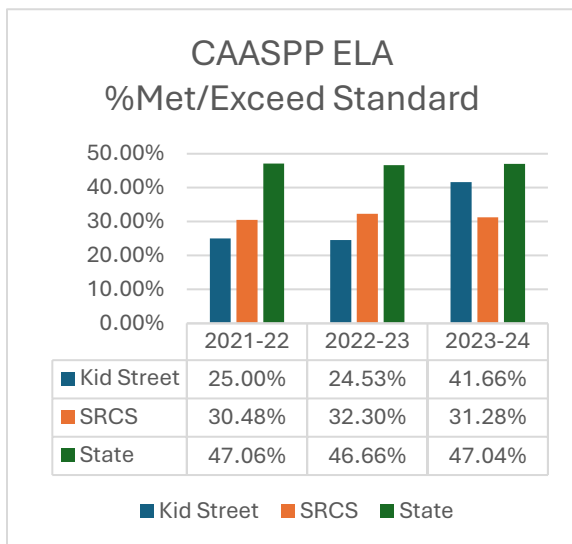
## Academic Data Update

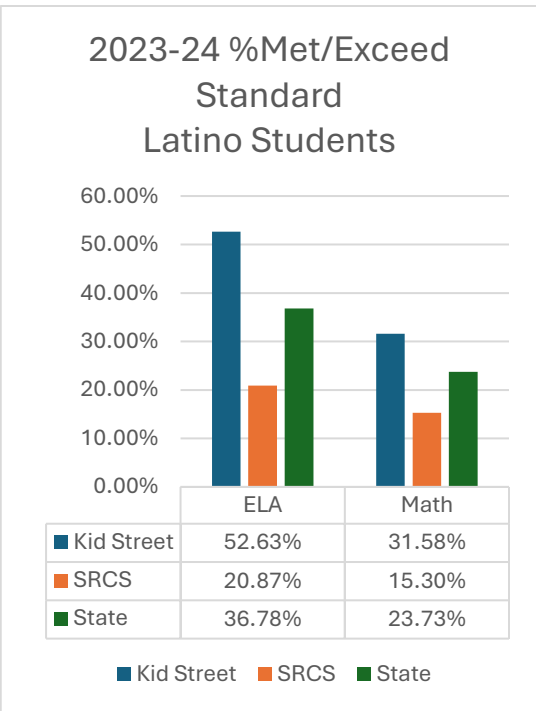
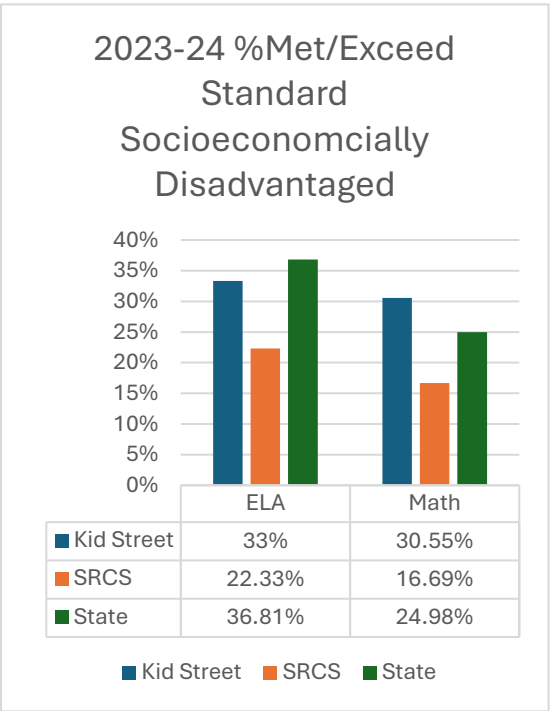
Kid Street Charter School (“Kid Street”) is pleased to provide an update on student performance in light of the public release of California Assessment of Student Performance and Progress (“CAASPP”) data for the 2023-24 school year. (See <https://caaspp-elpac.ets.org/caaspp/DashViewReportSB?ps=true&lstTestYear=2024&lstTestType=B&lstGroup=1&lstSubGroup=1&lstGrade=13&lstSchoolType=A&lstCounty=49&lstDistrict=70912-6116958&lstSchool=6116958>)

We note that because Kid Street’s renewal petition will be decided before the California School Dashboard is released for the 2023-24 school year (the 2024 Dashboard), Education Code Section 47607(c)(7) provides that “if the dashboard indicators are not yet available for the most recently completed academic year before renewal, the chartering authority shall consider verifiable data provided by the charter school related to the dashboard indicators, such as data from the California Assessment of Student Performance and Progress, or any successor system, for the most recent academic year.” Thus, the release of 2023-24 CAASPP data is timely for the Santa Rosa City Schools (“SRCS”) review of Kid Street’s renewal petition and should be considered.

In short, we are extremely proud of the growth reflected in our most recent CAASPP results:

- Among Latino students enrolled at Kid Street, nearly 53% - more than half of students – performed at or above standard in ELA, outperforming the State by over 15 percentage points, and nearly 32% performed at or above standard in math, outperforming the State by 8 percentage points.
- Among students classified as socioeconomically disadvantaged, Kid Street outperformed the State in math achievement by 5% as measured by the percentage of students performing at or above standard.
- Schoolwide, Kid Street increased the number of students performing at or above standard in ELA by over 15 percentage points between 2022-23 and 2023-24 and is closing on the State’s performance.
- Schoolwide, in 2023-24, Kid Street matched the State’s performance of the number of students performing at or above Standard in math, representing a 15-percentage point gain over 2022-23.





**Improvement Plan**

We understand that SRCS has requested Kid Street’s “improvement plan” related to academic achievement. To confirm, we trust that SRCS is asking about Kid Street’s internal plans for continuous improvement, and not the “written plan” specific to low performing charter schools under Section 47607.2(a)(4)(A). Per the California Department of Education, Kid Street is a “middle performing” charter school subject to renewal under Section 47607.2(b) (<https://www.cde.ca.gov/sp/ch/documents/perfcats24.xlsx>) and is not subject to the statutory “written plan” requirement for renewal that applies to “low performing” charter schools. Kid Street cannot be “low performing” because it does not have “two measurements of academic performance for at least two subgroups” that are “numerically significant” on two consecutive Dashboards. (See Section 47607(c)(5).)

However, Kid Street is pleased to confirm, consistent with the data above, that its internal improvement plan has been successful, as confirmed by CAASPP growth and outcomes in the 2023-24 school year, summarized above. Kid Street’s internal improvement plans have included the following three core features:

**The adoption of MAP Growth assessments.** These assessments play a pivotal role in identifying each student’s unique needs and areas for growth, enabling a targeted approach to instruction. Administered three times a year, MAP Growth provides valuable data on student progress, allowing teachers to monitor development over time and adjust instruction accordingly.

Students engage actively in the process by setting personal improvement goals based on their MAP Growth results. This goal-setting fosters motivation and ownership of learning, contributing to stronger academic outcomes. In addition, our teachers have completed over 12 hours of professional development to effectively interpret the assessment reports and translate them into

impactful instructional strategies. This training equips teachers with the insights and skills needed to address each student's strengths and challenges, creating a more supportive and responsive educational environment.

**Strategic enhancements to our intervention programs.** At the heart of our approach is a dedicated reading specialist who both provides direct instruction and trains volunteers to use science-based reading programs or deliver high-dosage tutoring during the school day. This collaborative model ensures that students receive targeted, research-backed instruction aligned with the latest findings in literacy education.

Our reading specialist is also certified in Orton-Gillingham methods, a structured, multisensory approach grounded in the science of reading. By continuing professional development each year, they stay informed on the latest evidence-based practices to refine and elevate the quality of our literacy interventions. These high-quality, focused instructional sessions effectively support our students in achieving measurable academic gains.

**Integrating trauma-informed practices into our educational approach.** Recognizing the impact of students' mental health on their academic performance, we have empowered our teachers with advanced training in Responsive Classroom techniques. This approach equips educators to create supportive, inclusive classroom environments where students feel safe, respected, and ready to learn.

Our lead teacher has also completed over 200 hours of intensive training through Breathe for Change, which focuses on social-emotional wellness and trauma-informed strategies. By sharing these skills with our entire teaching staff, we have fostered a school-wide commitment to understanding and addressing students' emotional needs, strengthening the resilience and unity of our school community.

Additionally, our partnership with River Counselors provides individual and small-group therapy on campus, giving students immediate access to professional support. Together, these trauma-informed practices ensure that Kid Street Charter provides a stable foundation for both personal well-being and academic success, helping each child reach their full potential.

### **Data Requests**

We understand that SRCS has requested performance data for foster youth, homeless students, students with disabilities, and English learners.

In all cases, these groups each contain less than 11 students, far less than the threshold for subgroup performance to be reported on the California School Dashboard and for data to be included on public CAASPP reports due to student privacy. (See <https://www.caschooldashboard.org/about/faq/> ["Data for less than 11 students is not reported to protect student privacy."]; <https://caaspp-elpac.ets.org/> ["In order to protect student privacy, an asterisk (\*) will be displayed ... for assessment results for fewer than 11 students."]) We note that of the grades served by Kid Street, CAASPP is only administered in grades 3-6 and thus, these subgroups are reported for grades 3-6 only.

<b><u>Subgroup</u></b>	<b><u>Student Count</u></b>
Foster youth	3

Homeless	5
Students with disabilities	1
English learners	2

We also note that for purposes of renewal, the law provides that “measurements of academic performance” within the scope of consideration for renewal purposes “means indicators included in the evaluation rubrics adopted pursuant to Section 52064.5 that are based on statewide assessments in the California Assessment of Student Performance and Progress system,” i.e., the Dashboard, and “subgroups” under consideration means “numerically significant pupil subgroups as defined in paragraph (1) of subdivision (a) of Section 52052.” (Section 47607(c)(3)-(4).) Per Section 52052, “a numerically significant pupil subgroup is one that consists of at least 30 pupils,” for all subgroups other than “foster youth, homeless youth, or long-term English learners,” for whom “a numerically significant pupil subgroup is one that consists of at least 15 pupils.” Because the above four subgroups are not numerically significant at Kid Street as defined in the Education Code and they are not reported in indicators on the Dashboard for Kid Street, performance for those subgroups is not legally germane to charter renewal.

Nonetheless, in recognition of SRCS’s status as Kid Street’s authorizer and in SRCS’s oversight capacity, we are willing to share academic performance data with SRCS for students in these subgroups, but understand that SRCS will keep this data confidential and accorded protections under FERPA. We are concerned that publishing even anonymized data will breach student privacy given the policy of the State that no student data is to be publicly reported for subgroups with fewer than 11 students. In particular, publishing data for the one Kid Street student with disabilities would be the same as publishing that specific student’s academic data. In order to provide this data so that it may be kept confidential from the foregoing information, we have provided it on a separate sheet that should be withheld from the public in order to protect student privacy.

Although this subgroup data is not statistically significant because of the low student counts in these subgroups (and again, CAASPP is only administered in grades 3-6, making the subgroup sizes even smaller) we believe the data does reflect that our students in these subgroups are, on average, performing similar to the State and/or SRCS, and/or somewhere between the State and SRCS, and in some cases, higher. As with the State and SRCS, these subgroups historically and presently perform lower than other subgroups that do not, e.g., face homelessness, are not within the foster system, are not disabled, and are not English learners, and because of the small student count at Kid Street, Kid Street’s data is subject to fluctuation from year to year based on individual student circumstances.

**CONFIDENTIAL STUDENT DATA SUBJECT TO FERPA**  
**FOR INTERNAL USE BY SANTA ROSA CITY SCHOOLS**  
**NOT FOR PUBLIC RELEASE**

**Requested Subgroup Data**

Below, Kid Street has reported the raw scale scores for students in each of the requested subgroups based on CAASPP performance during the 2023-24 school year. Again, of the grades served by Kid Street, CAASPP is only administered in grades 3-6. In the tables that follow, Kid Street has normalized those scale scores into distance from standard (“DFS”) metrics and weighted them by student in each applicable grade level in a similar manner as the California Department of Education (“CDE”) when the CDE produces the annual Dashboard using CAASPP data. For comparison, Kid Street has then displayed that data along side DFS subgroup data as presented on the 2023 Dashboard from SRCS and the State.

**Homeless Students**

REDACTED

**Foster Youth**

REDACTED

REDACTED

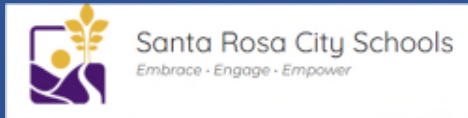
English Learner (EL) Students

REDACTED

Students with Disabilities

REDACTED

# ATTACHMENT 4



# Santa Rosa City Schools Renewal of Kid Street Charter School

Based upon a Charter Evaluation Rubric  
created by California Charter Authorizing  
Professionals and WestEd

**November 13, 2024**

*The Initial Charter Petition Toolkit is a product  
of CA 2.0—Advancing Equity and Access  
through Quality Authorizing—an initiative led  
by the California Charter Authorizing  
Professionals (CCAP).*

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<b>Element M (13): Rights of District Employees</b>	<b>52</b>
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<b>Element O (15): Closure Procedures</b>	<b>54</b>

## Charter Petition/Renewal Evaluation Rubric

*The Charter Petition/Renewal Evaluation Rubric is intended to be used by authorizers to evaluate new charter petitions. The rubric includes all of the required components of a petition, including the statutorily required 15 elements of [Education Code section 47605](#), other statutory requirements, and components needed for a strong petition. Authorizers may want to make minor revisions to evaluate hybrid or online school models or programs.*

For each element, the statutory description of the element is included and other statutory requirements are included in red font. Each element includes the key criteria expected in the petition in the left column, as well as indicators or “look fors” for each of the criteria. The indicators are categorized as assurances, evidence of compliance, or quality indicators, with the goal of maximizing review time on high priority components. Following are definitions of the three types of indicators.

- **Assurance:** The authorizer accepts the petitioner's assurance that the element is complete/compliant, will be complete/compliant, or the school will operate within compliance.
- **Compliance:** The authorizer evaluates these elements based on the existence of a response and whether the response is complete. Fundamental question: Did the petitioner provide what the authorizer asked?
- **Quality:** The authorizer uses professional discretion to assess the quality of a response. The authorizer may guide their quality review by referencing best practices, evidence, or other generally accepted tools.

## Initial Petition Review Checklist-District Authorizers and County Appeals

**The petitioner should complete this form to ensure they have addressed all required components. The authorizer should then use the form to confirm that all required components are submitted. (Language in red indicates statutory requirements for the charter petition.)**

Charter Petition Review—Education Code § 47605

Charter Petition Name: *Kid Street Charter School*

Date Petition Received: *September 5, 2024*

REQUIRED PETITION SIGNATURES IF CONVERSION OF EXISTING PUBLIC SCHOOL (Education Code § 47605 subd. (a).)			
<input type="checkbox"/>	50% of permanent status teachers currently employed at school to be converted, in the form required by law.	Not applicable to renewals.	
REQUIRED PETITION SIGNATURES IF NOT CONVERSION OF EXISTING PUBLIC SCHOOL (Education Code § 47605 subd. (a).)			
<input type="checkbox"/>	50% of parents/guardians of the number of age-appropriate students expected to enroll for 1st year of operation, in the form required by law.	Not applicable to renewals.	
OR			
<input type="checkbox"/>	50% of the number of appropriately credentialed teachers expected to be employed during 1st year of operation, in the form required by law.	Not applicable to renewals.	
REQUIRED AFFIRMATIONS (Education Code § 47605 subd. (e).)			
<input type="checkbox"/>	Statement that school will be non-sectarian in its programs, admission policies, employment practices, and all other operations, will not charge tuition, and will not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status.	Yes ✓	No No
		Page	8

GEOGRAPHIC AND SITE LIMITATIONS (Education Code § 47605 subd. (a).)			
<input type="checkbox"/> Does the Petition propose to operate a single charter school within the geographic jurisdiction of the school district to which the charter is submitted?	Yes ✓	No	Page 89
<input type="checkbox"/> If the Petition proposes to operate at multiple sites within the school district, does the Petition identify each location.	<i>Not Applicable.</i>		
JUSTIFICATION FOR APPEALS (Education Code § 47605 (k)(1)(A)(ii).)			
<input type="checkbox"/> Indicates the petition was denied by a school district pursuant to statute.	<i>Not Applicable.</i>		
EFFECTIVE DATE			
<input type="checkbox"/> Does the Petition demonstrate that the charter school will commence operation by September 30 of its first year of operation?	<i>Not applicable to renewals.</i>		
REQUIRED ELEMENTS (Education Code § 47605 subd. (c)(5)(A–P).)			
<input type="checkbox"/> The initial review finds that the petition has included information for all 15 required elements (A–P)	Yes	No	Page
Element A (1) Educational Program	✓		21
Element B (2) Measurable Student Outcomes	✓		39
Element C (3) Student Progress Measurement	✓		40
Element D (4) Governance	✓		41
Element E (5) Employee Qualifications	✓		43
Element F (6) Health and Safety Procedures	✓		46
Element G (7) Balanced Enrollment	✓		54
Element H (8) Admissions Policies and Procedures	✓		56
Element I (9) Annual Financial Audits	✓		59

Element J (10) Suspension and Expulsion Procedures	✓		60
Element K (11) Employee Retirement Systems	✓		83
Element L (12) Public School Attendance Alternatives	✓		84
Element M (13) Rights of District Employees	✓		85
Element N (14) Mandatory Dispute Resolution	✓		86
Element O (15) Charter School Closure Procedures	✓		87

SUPPLEMENTAL CRITERIA (Education Code § 47605 subd. (h).)			
	Yes	No	Page
<input type="checkbox"/> The petition provides the required budget and financial documents, including the proposed first year operational budget (with budget assumptions), startup cost, and cash flow and financial projections for the first three years of operation.	✓		App. B (pp. 179-193)
<input type="checkbox"/> The petition provides an administrative plan.	✓		89
<input type="checkbox"/> The petition describes the facilities to be used by the charter school and where the school intends to locate.	✓		89
<input type="checkbox"/> If the school is to be operated by, or as, a nonprofit public benefit corporation, the petitioner shall provide the names and relevant qualifications of all persons whom the petitioner nominates to serve on the governing body of the charter school.		✓	
<input type="checkbox"/> The petition provides a special education plan and indicates how it will comply with the district's special education plan.	✓		25-32
<input type="checkbox"/> The petition describes its special education structure, relationship to the SELPA, and the responsibilities of each party for service delivery, including referral, assessment, instruction, due process, and agreements describing allocation of costs.	✓		25-32
<input type="checkbox"/> The petition provides a plan for independent study (if applicable).	✓		37
<input type="checkbox"/> The petition addresses countywide benefit requirements (if applicable).	<i>Not Applicable.</i>		
<input type="checkbox"/> The petition addresses alternative education programs (if applicable).	<i>Not Applicable.</i>		

<b>FISCAL IMPACT AND COMMUNITY INTEREST</b> (see citations below)	
<input type="checkbox"/> The school district is positioned to absorb the fiscal impact of the proposed charter school. (Education Code § 47605 subd. (c)(8).)	<i>Not applicable to renewals.</i>
<input type="checkbox"/> Provides discussion of whether the charter school would substantially undermine existing services, academic offerings, or programmatic offerings. (Education Code § 47605 subd. (c)(7)(A).)	<i>Not applicable to renewals.</i>
<input type="checkbox"/> Provides discussion of whether the proposed charter school would duplicate a program currently offered within the school district and the existing program has sufficient capacity for the pupils proposed to be served within reasonable proximity to where the charter school intends to locate. (Education Code § 47605 subd. (c)(7)(B).)	<i>Not applicable to renewals.</i>

## Element A (1): The Educational Program



*“The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an ‘educated person’ in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.” (Education Code § 47605 subd. (c)(5)(A)(i))*

*“The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.” (Education Code § 47605 subd. (c)(5)(A)(ii))*

### The Petition Describes, At Minimum

Criteria	Indicators (Compliance, Quality, or Assurance)	Met/Partially Met/Did Not Meet Evaluation Standard	Page
<b>Targeted Student Population</b>			
1. <b>Students the charter school will attempt to educate and their academic needs.</b> (Education Code § 47605 subd. (c)(5)(A)(i).)	<p><u>Evidence of Compliance</u></p> <ul style="list-style-type: none"> <li>Describes the target student population, including demographic groups and other characteristics of the students the charter school will attempt to educate.</li> <li>Describes the academic needs of the student population it will attempt to educate.</li> </ul> <p><u>Quality Indicators</u></p> <ul style="list-style-type: none"> <li>Articulates a proposed educational program that aligns with the demonstrated need.</li> <li>Provides data to support the need for a school that serves the target student population.</li> </ul>	<i>Met.</i>	<i>3-7; Elem. A (21-38)</i>

Criteria	Indicators (Compliance, Quality, or Assurance)	Met/Partially Met/Did Not Meet Evaluation Standard	Page
2. Educational interests, backgrounds, and challenges of the target student population.	<u>Quality Indicators</u> <ul style="list-style-type: none"> <li>• Clearly and comprehensively describes the interests, backgrounds, and challenges of the targeted student groups to be served.</li> <li>• Aligns to the school’s mission and vision.</li> <li>• Includes evidence of interests and challenges.</li> </ul>	<i>Met.</i>	<i>3-7; Elem. A (p. 21)</i>
3. <b>Grade levels and number of students the charter school plans to serve.</b> (Education Code § 47605 subs. (c)(5)(A) and (B).)	<u>Evidence of Compliance</u> <ul style="list-style-type: none"> <li>• Provides grade levels and number of students.</li> </ul> <u>Quality Indicators</u> <ul style="list-style-type: none"> <li>• Grade levels and numbers of students seem reasonable given the other schools in the community and the population.</li> <li>• The student enrollment numbers ensure the budget can support the program proposed.</li> </ul>	<i>Met.</i>	<i>Elem. A (p. 21-22); App. B, p. 2</i>
4. School year/academic calendar, number of school days and instructional minutes.	<u>Assurance</u> <ul style="list-style-type: none"> <li>• The number of school days and instructional minutes meets state requirements. See <a href="#">here</a>. <ul style="list-style-type: none"> <li>- 175 required days</li> <li>- Required Minutes <ul style="list-style-type: none"> <li>○ K 36,000</li> <li>○ 1–3 50,400</li> <li>○ 4–8 54,000</li> <li>○ 9–12 64,800</li> </ul> </li> </ul> </li> </ul> <p>(5 CCR § 11960; Ed. Code, § 47612.5.)</p> <u>Evidence of Compliance</u> <ul style="list-style-type: none"> <li>• Provides a proposed academic calendar that displays school days and instructional minutes.</li> </ul>	<i>Met.</i>	<i>Elem. A (p. 21.)</i>

Criteria	Indicators (Compliance, Quality, or Assurance)	Met/Partially Met/Did Not Meet Evaluation Standard	Page
5. Attendance expectations and requirements, including enrollment projections.	<u>Evidence of Compliance</u> <ul style="list-style-type: none"> <li>Provides attendance policies.</li> <li>Enrollment projections seem reasonable given the other school options and the population in the community.</li> </ul>	<i>Met.</i>	<i>App. B, p. 2; App. A, p. 4 of 17, p. 2 of 66</i>
6. Master/daily schedule and proposed bell schedule.	<u>Evidence of Compliance</u> <ul style="list-style-type: none"> <li>Provides a proposed master/daily schedule that aligns with the educational program.</li> <li>Provides a comprehensive set of sample daily schedules.</li> </ul>	<i>Met.</i>	<i>Elem A (p. 3)</i>
<b>Goals and Philosophy</b> (Education Code § 47605 subd. (c)(5)(A).)			
1. <b>A clear, concise school mission statement.</b>	<u>Quality Indicators</u> <ul style="list-style-type: none"> <li>Provides a clear, concise school mission and vision statement that aligns with the target population and proposed educational program.</li> <li>Describes a cohesive approach to achieving the mission throughout the petition.</li> </ul>	<i>Met.</i>	<i>Elem. A (p. 21)</i>
2. <b>Academic skills and qualities of an “educated person” in the 21<sup>st</sup> century.</b>	<u>Quality Indicators</u> <ul style="list-style-type: none"> <li>Includes a list of academic and non-academic skills and qualities important for an educated person in the 21st century.</li> <li>The skills and qualities are research-based.</li> <li>Addresses college and career-readiness.</li> <li>Addresses use of technology.</li> </ul>	<i>Met.</i>	<i>Elem. A (pp. 21-38)</i>
3. <b>School’s goals and strategies consistent with enabling pupils to become and remain self-motivated, competent, and lifelong learners.</b>	<u>Quality Indicators</u> <ul style="list-style-type: none"> <li>Provides goals that seem likely to enable students to become and remain self-motivated, competent, and lifelong learners.</li> <li>Describes research-based strategies for achieving these goals that align with the mission.</li> <li>Goals are SMART—Specific, Measurable, Achievable, Relevant, and Timebound.</li> </ul>	<i>Met.</i>	<i>Elem. A (pp. 21-38)</i>

<p>4. Annual goals for all pupils and for each subgroup of pupils identified that apply to the grade levels served.</p>	<p><u>Evidence of Compliance</u></p> <ul style="list-style-type: none"> <li>Includes annual goals for all students and for each subgroup in the Measurable Student Outcomes section.</li> </ul>	<p><i>Met.</i></p>	<p><i>Elem. A (p. 38); Elem. B (p. 38); App. A.</i></p>
<p>5. Specific annual actions the school will take to achieve identified goals.</p>	<p><u>Evidence of Compliance</u></p> <ul style="list-style-type: none"> <li>Provides annual actions in the Measurable Student Outcomes section.</li> </ul>	<p><i>Met.</i></p>	<p><i>Elem. A (p. 38); Elem. B (p. 39); App. A.</i></p>
<p>6. Additional priorities related to unique aspects of the proposed charter school program include goals and specific annual actions.</p>	<p><u>Evidence of Compliance</u></p> <ul style="list-style-type: none"> <li>Provides additional priorities related to the unique aspects of the educational program in the LCAP template in the Measurable Student Goals section.</li> </ul>	<p><i>Met.</i></p>	<p><i>Elem. A (p. 38); Elem. B (p. 39); App. A.</i></p>
<p><b>Instructional Design</b> (Education Code § 47605 subd. (c)(5)(A).)</p>			
<p>1. Curricular and instructional design of the education program.</p>	<p><u>Quality Indicators</u></p> <ul style="list-style-type: none"> <li>Includes discussion of key educational theories and research that support the educational program design.</li> <li>Provides research-based evidence to show how the design will successfully serve the target student population.</li> <li>Describes instructional approaches and strategies that will enable the school's students, including subgroup populations (students with disabilities, English learners, students achieving substantially above or below grade level expectations, and other special student populations) to master the content standards for the core curriculum areas adopted by the SBE.</li> <li>The curricular and instructional design of the education program aligns to state standards.</li> </ul>	<p><i>Met.</i></p>	<p><i>3-7; Elem. A (p. 21-25)</i></p>
<p>2. Description of learning setting (e.g., site-based matriculation, independent study, tech-based).</p>	<p><u>Quality Indicators</u></p> <ul style="list-style-type: none"> <li>The learning setting aligns with the instructional design and the needs of the student population.</li> </ul>	<p><i>Met.</i></p>	<p><i>3-7; Elem. A (p. 21-25)</i></p>

Criteria	Indicators (Compliance, Quality, or Assurance)	Met/Partially Met/Did Not Meet Evaluation Standard	Page
<p>3. Description of the charter school's curriculum.</p>	<p><u>Evidence of Compliance</u></p> <ul style="list-style-type: none"> <li>Provides a concise description of the curriculum that addresses all major subject areas.</li> </ul> <p><u>Quality Indicators</u></p> <ul style="list-style-type: none"> <li>Describes how the curriculum is research based and effective.</li> <li>Describes innovative curricular components.</li> <li>Describes intervention and enrichment programs.</li> <li>Describes a curriculum that aligns with the mission and addresses the specific needs of the targeted student population.</li> <li>Describes professional development needed to support the curriculum and aligns with the budget.</li> </ul>	<p><i>Met.</i></p>	<p><i>3-7; Elem. A (p. 21-25)</i></p>
<p>4. Description of instructional methods and strategies.</p>	<p><u>Quality Indicators</u></p> <ul style="list-style-type: none"> <li>Provides research-based, focused description of instructional methods and strategies designed to meet the needs of the student population.</li> <li>Instructional methods and strategies are consistent with the proposed curriculum.</li> </ul>	<p><i>Met.</i></p>	<p><i>3-7; Elem. A (p. 21-25)</i></p>
<p>5. Description of professional development plan.</p>	<p><u>Quality Indicators</u></p> <ul style="list-style-type: none"> <li>Provides plan for professional development that aligns with the charter school's proposed program and seems likely to ensure that teachers have the capacity to deliver the educational program.</li> <li>Plan includes both start up and sustained, ongoing professional development activities.</li> <li>Plan builds the capacity of teachers to support the specific needs of special populations of students.</li> </ul>	<p><i>Met.</i></p>	<p><i>5, Elem. A (p. 36)</i></p>

Criteria	Indicators (Compliance, Quality, or Assurance)	Met/Partially Met/Did Not Meet Evaluation Standard	Page
<b>Requirements for Charter Schools Serving High School Students (see citations below)</b>			
<p>1. The charter school’s graduation requirements.</p>	<p><u>Evidence of Compliance</u></p> <ul style="list-style-type: none"> <li>• Provides a comprehensive description of the school’s graduation requirements.</li> <li>• Graduation requirements meet the following state standards:               <ul style="list-style-type: none"> <li>- 3 years of English</li> <li>- 2 years of mathematics (including Algebra I)</li> <li>- 3 years of social science (including U.S. history and geography; world history, culture, and geography; one semester of American government; and one semester of economics)</li> <li>- 2 years of science (including biology and physical science)</li> <li>- 2 years of physical education</li> <li>- 1 year of foreign language or visual and performing arts or commencing with the 2012–13 school year, career technical education. For the purpose of satisfying the minimum course requirement, a course in American Sign Language shall be deemed a course in foreign language.</li> </ul> </li> </ul>	<p><i>Not applicable to K-6.</i></p>	

Criteria	Indicators (Compliance, Quality, or Assurance)	Met/Partially Met/Did Not Meet Evaluation Standard	Page
2. How the school program and course schedule will enable all students (except those with IEPs that state otherwise) to meet graduation requirements and A-G <sup>1</sup> requirements within four years.	<u>Evidence of Compliance</u> <ul style="list-style-type: none"> <li>• Includes the school program and course schedule that enables students to meet the state’s graduation requirements and A–G requirements. A–G requirements are as follows:               <ul style="list-style-type: none"> <li>- 2 years history/social Science</li> <li>- 4 years English</li> <li>- 3 years mathematics</li> <li>- 2 years laboratory science</li> <li>- 2 years foreign language</li> <li>- 1 year visual and performing Arts</li> <li>- 1 year college preparatory elective</li> </ul> </li> <li>• Describes how the school will ensure ELs’ participation in the standard instructional program to meet graduation requirements. (Newcomer ELs entering in high school may require more than four years.)</li> </ul>	<i>Not applicable to K-6.</i>	
3. How the school will provide sufficient opportunities to provide support to students that have fallen behind in meeting graduation requirements.	<u>Quality Indicator</u> <ul style="list-style-type: none"> <li>• Describes research-based strategies for supporting students that have fallen behind.</li> </ul>		
4. How the school will ensure that transfer students can meet graduation and college entrance requirements.	<u>Evidence of Compliance</u> <ul style="list-style-type: none"> <li>• Describes how transfer students’ transcripts will be assessed and a plan developed to enable them to meet graduation and college entrance requirements.</li> <li>• Describes how the school will inform parents in the event that the school’s course offerings might preclude a student from meeting</li> </ul>	<i>Not applicable to K-6.</i>	

<sup>1</sup> The University of California (UC) and the California State University (CSU) systems have established a uniform minimum set of courses required for admission as a freshman. The UC maintains public “a-g” course lists that provide complete information about the high school courses approved for admission to the university. In addition to the required courses, California public universities have other requirements for admission as a freshman. For more information, see here .

Criteria	Indicators (Compliance, Quality, or Assurance)	Met/Partially Met/Did Not Meet Evaluation Standard	Page
<p>5. How parents will be informed about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. (Education Code § 47605 subd. (c)(5)(A)(iii).)</p>	<p><u>Evidence of Compliance</u></p> <ul style="list-style-type: none"> <li>Describes a variety of tools/vehicles for communicating with parents.</li> <li>States that parent communications will be translated into parents' primary languages.</li> </ul>	<p><i>Not applicable to K-6.</i></p>	
<p>6. How the instructional program provides options that ensure students meet the CDE's College/Career Indicator.</p>	<p><u>Evidence of Compliance</u></p> <ul style="list-style-type: none"> <li>Instructional program incorporates multiple means for students to meet CDE's College/Career standards, offering: Advanced Placement, International Baccalaureate, college credit, leadership/military science, career/technical education, A–G requirements. For more information, see <a href="#">here</a>.</li> <li>Describes how charter school will ensure that English learners are not denied enrollment in courses offered by the school that meet the subject matter requirements for purposes of recognition for college admissions, such as honors or advanced placement courses.</li> </ul>		
<p>7. How each student will receive information on how to complete and submit a FAFSA or California Dream Act Application at least once before the student enters grade 12.</p>	<p><u>Evidence of Compliance</u></p> <ul style="list-style-type: none"> <li>This description identifies a staff position to provide this information and describes when and how it will be provided.</li> </ul>		
<p>8. How the exit outcomes will align to mission, curriculum, and assessments.</p>	<p><u>Evidence of Compliance</u></p> <ul style="list-style-type: none"> <li>Exit outcomes are aligned to and appropriate for the mission, curriculum, and assessments.</li> </ul>	<p><i>Met.</i></p>	<p><i>38; Elem. B (p. 39); App. A.</i></p>

Criteria	Indicators (Compliance, Quality, or Assurance)	Met/Partially Met/Did Not Meet Evaluation Standard	Page
<b>Technology</b>			
<p>1. How staff's and students' technology resources are aligned to the instructional program and meet state assessment requirements.</p>	<p><u>Quality Indicators</u></p> <ul style="list-style-type: none"> <li>• Describes the technology available to students.</li> <li>• Describes a plan for providing adaptive technology for SPED students.</li> <li>• Addresses Common Core technology standards, digital assessments, and professional learning.</li> </ul>	<i>Met.</i>	<i>Elem A, (p. 24); Exh. A, p. 14 of 17, 22 of 66</i>
<b>Meeting the Needs of All Students (see citations below)</b>			
<p>1. How the charter school will identify and meet the needs of students with disabilities, Ethnic subgroups, Socioeconomically disadvantaged students, English learners, students achieving substantially above or below grade level expectations, homeless youth, foster youth, and other special student populations (Education Code § 47605(c)(5)(A)(ii); see also Education Code § 52052.)</p>	<p><u>Evidence of Compliance</u></p> <ul style="list-style-type: none"> <li>• Describes, at minimum, how the school will meet state and federal requirements for identifying and meeting the needs of special student populations.</li> <li>• Addresses students with disabilities, English learners, and students achieving substantially above or below grade level expectations.</li> <li>• Addresses other significant student populations that school anticipates serving.</li> </ul> <p><u>Quality Indicators</u></p> <ul style="list-style-type: none"> <li>• Description demonstrates understanding of the likely English learner population, including subpopulations (e.g., newcomers, migrant students, long term English learners, English learners with disabilities).</li> <li>• Provides description of process to be used to identify students who qualify for special education programs and services and how the school will provide or access special education programs and services.</li> <li>• Includes research-based approach to identify and meet the needs of other major subgroup populations.</li> </ul>	<i>Met.</i>	<i>Elem. A (pp. 25-33 (students with disabilities); pp. 33 – 36 (English Language Learners); pp. 36-37 (students performing below and above grade level); pp. 56, 58, 60, 61, Exh. A, p. 1 of 66 (homeless students); p. 56, 60, 61, Exh. A, p. 2, 24, 25, 28, of 66 (foster youth).)</i>

Criteria	Indicators (Compliance, Quality, or Assurance)	Met/Partially Met/Did Not Meet Evaluation Standard	Page
<b>English Learners (see citations below)</b>			
<p>1. <b>The process for identifying English learners.</b> (Education Code § 47605 subd. (c)(5)(A)(ii).)</p>	<p><u>Evidence of Compliance</u></p> <ul style="list-style-type: none"> <li>• Describes how the school will, at or before the time of a student’s initial California enrollment, conduct, in writing, a home language survey (HLS) to identify whether the primary or native language of the student is a language other than English (5 CCR § 11518.5(a).)</li> <li>• Describes how the school will determine if the student is eligible for initial assessment if a parent or guardian HLS response indicates a primary or native language other than English, and if so, will promptly notify the parent or guardian, in writing, prior to the administration of the English Language Proficiency Assessments for California (ELPAC) initial assessment (5 CCR § 11518.5(c).)</li> </ul>	<i>Met.</i>	<i>Elem. A (pp. 33 – 36)</i>
<p>2. <b>The educational program for English language acquisition and how the school will provide English learners with meaningful access to the curriculum.</b> (Education Code § 47605 subd. (c)(5)(A)(ii).)</p>	<p><u>Evidence of Compliance</u></p> <ul style="list-style-type: none"> <li>• Includes both integrated and designated English language development (ELD) in the school’s educational program. (See ELA/ELD Framework, and the English Learner Roadmap for details.)<sup>2</sup></li> <li>• Includes a comprehensive description of how the ELD program is designed to be based on sound educational theory, implemented effectively with sufficient resources and personnel, and evaluated for its effectiveness in having English learners overcome language barriers and meet the same academic goals set for all other students within a reasonable period of time.</li> </ul>	<i>Met.</i>	<i>Elem. A (pp. 33 – 36)</i>

<sup>2</sup> Integrated ELD is instruction in which the CA ELD standards are used in tandem with the state-adopted academic content standards. (5 CCR § 11300(c).)

Designated ELD is instruction provided during a protected time in the regular school day for focused instruction on the state-adopted ELD standards. During Designated ELD, English learners develop critical English language skills necessary for accessing academic content in English. (5 CCR § 11300(a).)

	<p><u>Quality Indicators</u></p> <ul style="list-style-type: none"> <li>• Describes an instructional approach that is asset-based and responsive to different English learner characteristics and experiences.</li> <li>• Describes how English learners will be provided access to a full standards-based and relevant curriculum along with appropriate supports and services.</li> <li>• Instructional design and materials reflect high expectations and support high levels of language (English and other languages), literacy, and intellectual engagement.</li> <li>• Ensures English learners have access to full range of instructional programs, including gifted and talented, Advanced Placement (AP), etc.</li> <li>• Describes how the school will recruit, evaluate, and provide professional development for staff to effectively implement the English learner educational program. (See also Element E(5): Employee Qualifications.)</li> </ul>		
<p>3. <b>The process for monitoring progress and effectiveness of supports for English learners at all proficiency levels, including long term English Learners. (Education Code § 47605 subd. (c)(5)(A)(ii).)</b></p>	<p><u>Quality Indicators</u></p> <ul style="list-style-type: none"> <li>• Describes evidence- and asset-based approaches for meeting the needs of English learners at all proficiency levels, including LTELs, and how the school will monitor the effectiveness of the supports provided.</li> <li>• Describes how the school will identify long term English learners (LTELs) and students at risk of becoming LTELs and monitor their progress in both English language proficiency and grade-level academic content.</li> </ul>	<p><i>Met.</i></p>	<p><i>Elem. A (pp. 33 – 36)</i></p>

Criteria	Indicators (Compliance, Quality, or Assurance)	Met/Partially Met/Did Not Meet Evaluation Standard	Page
<p>4. The process for reclassification and monitoring of students after reclassification<sup>3</sup>.</p>	<p><u>Evidence of Compliance</u></p> <ul style="list-style-type: none"> <li>• Describes the school’s process and criteria for reclassifying a student from English learner to proficient in English meets state requirements per Education Code section 313(f).</li> <li>• Includes how the school will monitor the progress of reclassified students for a minimum of four years to ensure correct classification, placement, and additional academic support, as needed.</li> </ul>	<p><i>Met.</i></p>	<p><i>Elem. A (p. 33 – 36)</i></p>
<p>5. How the school will engage families and the community.</p>	<p><u>Evidence of Compliance</u></p> <ul style="list-style-type: none"> <li>• For a school site with 21 or more English learners, describes how it will meet <a href="#">state requirements</a> for a functioning English Learner Advisory Committee (ELAC).</li> </ul> <p><u>Quality Indicators</u></p> <ul style="list-style-type: none"> <li>• For a school site with fewer than 21 English learners, describes how the school will encourage families of ELs to participate in the School Site Council or other school-family councils or committees.</li> <li>• Describes how the school will build strong partnerships with families of English learners.</li> <li>• Describes how the school will ascertain the needs and preferences of families and the community in designing the English learner education program and other services (e.g., after-school programs).</li> </ul>	<p><i>Met.</i></p>	<p><i>Elem. A (p. 35)</i></p>

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<sup>3</sup> Reclassification is the process whereby a student is reclassified from English learner status to fluent English proficient (RFEP) status.

Criteria	Indicators (Compliance, Quality, or Assurance)	Met/Partially Met/Did Not Meet Evaluation Standard	Page
<b>Students with Disabilities</b>			
<p>1. The school's special education plan and indicates how it will comply with the district's special education plan.</p>	<p><u>Evidence of Compliance</u></p> <ul style="list-style-type: none"> <li>Specifies the school's special education plan, including, but not limited to, the means by which the school will comply with the provisions of Education Code section 47641.</li> <li>Demonstrates the school's understanding of its responsibilities under law for students with disabilities and how the school intends to meet those responsibilities.</li> </ul> <p><u>Quality Indicators</u></p> <ul style="list-style-type: none"> <li>Describes how the school will serve students with different disability types.</li> <li>Describes how the school will provide needed services, i.e., speech, cognitive, etc.</li> </ul>	<i>Met.</i>	<i>Elem. A (pp. 25-33)</i>
<p>2. <b>How the school will identify and evaluate students with disabilities.</b> (Education Code § 47605 subd. (c)(5)(A)(ii).)</p>	<p><u>Evidence of Compliance</u></p> <ul style="list-style-type: none"> <li>Provides enrollment projections for students with disabilities and anticipated disability types.</li> </ul> <p><u>Quality Indicators</u></p> <ul style="list-style-type: none"> <li>Describes how the school will evaluate and identify children with disabilities using valid assessment practices.</li> <li>Describes how the identification process for English learners will rule out language development as a primary contributor to academic and/or behavioral difficulties.</li> <li>Describes how the school will develop, review, and revise IEPs.</li> <li>Describes how IEPs for English learners with disabilities will be developed to support culturally and linguistically inclusive practices.</li> </ul>	<i>Met.</i>	<i>Elem. A (pp. 25-33)</i>

Criteria	Indicators (Compliance, Quality, or Assurance)	Met/Partially Met/Did Not Meet Evaluation Standard	Page
<p>3. <b>How the school will meet their educational needs.</b> (Education Code § 47605(c)(5)(A)(ii).)</p>	<p><u>Quality Indicators</u></p> <ul style="list-style-type: none"> <li>• Describes appropriate staffing for providing special education services to the anticipated student population.</li> <li>• Describes how the school will modify the curriculum and instructional delivery to address the unique needs of students with disabilities.</li> <li>• Describes how the school will ensure the Least Restrictive Environment and provide a continuum of services.</li> </ul>	<p><i>Met.</i></p>	<p><i>Elem. A (pp. 25-33)</i></p>
<p>4. <b>How the school will monitor their progress.</b> (Education Code § 47605 subd. (c)(5)(A)(ii).)</p>	<p><u>Quality Indicators</u></p> <ul style="list-style-type: none"> <li>• Describes how the school will include children with disabilities in required assessments or develop alternate assessments.</li> <li>• Describes how curriculum and assessment decisions will be considered and monitored by IEP teams and staff.</li> </ul>	<p><i>Met.</i></p>	<p><i>Elem. A (pp. 25-33)</i></p>
<p><b>Students in Other Subgroups</b> (i.e., homeless, foster youth, socio-economically disadvantaged, high-performing students, students performing below grade level)</p>			
<p>1. <b>How the school will identify each group of students.</b> (Education Code § 47605 subd. (c)(5)(A)(ii).)</p>	<p><u>Evidence of Compliance</u></p> <ul style="list-style-type: none"> <li>• Describes how the school will identify each group of students.</li> </ul>	<p><i>Met.</i></p>	<p><i>Elem. A (p. 56, 58, 60, 61, Exh. A, p. 1 of 66 (homeless students); p. 56, 60, 61, Exh. A, p. 2, 24, 25, 28, of 66 (foster youth).)</i></p>
<p>2. How the school will meet their educational needs. (Education Code § 47605 subd. (c)(5)(A)(ii).)</p>	<p><u>Quality Indicators</u></p> <ul style="list-style-type: none"> <li>• Describes specific strategies and services to addressing the needs of students in all of the identified subgroups.</li> <li>• Provides additional detail for students that are a focus of programming or projected to be numerically significant.</li> </ul>	<p><i>Met.</i></p>	
<p>3. <b>How the school will monitor their progress.</b> (Education Code § 47605 subd. (c)(5)(A)(ii).)</p>	<p><u>Quality Indicators</u></p> <ul style="list-style-type: none"> <li>• Describes the assessments and other tools the school will use to monitor the progress of these student groups.</li> </ul>	<p><i>Met.</i></p>	
<p><b>Notes</b></p>			

## Element B (2): Measurable Student Outcomes



***“The measurable pupil outcomes identified for use by the charter school. ‘Pupil outcomes,’ for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school.” (Education Code § 47605 subd. (c)(5)(B).)***

*NOTE: Authorizers may allow petitioners to use an MOU or the annual LCAP process to make updates to annual goals and measurable student outcomes contained in the petition once a school is operational. Such revisions should be subject to the approval of the authorizer. However, depending on the significance of the proposed update to the school’s overall pupil outcomes and its mission, the update may or may not be considered a material change that requires the approval of the authorizer’s governing board. It may be a change that is not “material” and is simply approved by the authorizer at the staff level.*

### The Petition Describes, At Minimum

Criteria	Indicators (Compliance, Quality, or Assurance)	Met/Partially Met/Did Not Meet Evaluation Standard	Page
1. Measurable student outcomes for all pupils and for each numerically significant subgroup, including specific assessment methods or tools listed for each outcome.	<p><u>Evidence of Compliance</u></p> <ul style="list-style-type: none"> <li>Provides annual measurable goals and objectives for the school and for each numerically significant subgroup of pupils served for each of the eight state priorities identified in Education Code section 52060(d). Numerically significant subgroups are those with at least 30 students. Subgroups include: ethnic subgroups, socio-economically disadvantaged students, English learners, students</li> </ul>	Met.	38; Elem. B (p. 39); App. A.

Criteria	Indicators (Compliance, Quality, or Assurance)	Met/Partially Met/Did Not Meet Evaluation Standard	Page
(Education Code § 47605 subd. (c)(5)(B).)	<p>with disabilities, foster youth, homeless youth. For foster or homeless youth, the subgroup only has to be 15. (Education Code § 52052 subd. (a)(2).)</p> <ul style="list-style-type: none"> <li>• Includes assessment methods for each goal.</li> <li>• Describes how pupil outcomes align with <a href="#">state priorities</a>.</li> </ul> <p><u>Quality Indicators</u></p> <ul style="list-style-type: none"> <li>• Provides goals that are appropriate, achievable, and aligned to the school’s mission and instructional program.</li> <li>• Actions are specific and there is a reasonable expectation that they will achieve stated goals.</li> <li>• Goals for English learner academic growth equal or exceed those for the expected growth of English proficient students.</li> </ul>		
2. <b>Specific annual actions designed to achieve the stated goals.</b> (Education Code § 47605 subd. (c)(5)(A)(ii).)	<p><u>Evidence of Compliance</u></p> <ul style="list-style-type: none"> <li>• Provides annual actions for each of the stated goals.</li> </ul> <p><u>Quality Indicators</u></p> <ul style="list-style-type: none"> <li>• Actions are specific and there is a reasonable expectation they would achieve stated goals.</li> </ul>	<i>Met.</i>	<i>38; Elem. B (p. 39); App. A.</i>
3. <b>Additional school priorities related to unique aspects of the proposed charter school program, with goals and specific annual actions.</b> (Education Code § 47605 subd. (c)(5)(A)(ii).)	<p><u>Evidence of Compliance</u></p> <ul style="list-style-type: none"> <li>• Includes additional school priorities related to the unique aspects of the proposed school.</li> </ul> <p><u>Quality Indicators</u></p> <ul style="list-style-type: none"> <li>• Provides goals that are appropriate, achievable, and aligned to school priorities.</li> <li>• Actions are specific and there is a reasonable expectation that they will achieve stated goals.</li> </ul>	<i>Met.</i>	<i>38; Elem. B (p. 39); App. A.</i>
4. <b>How pupil outcomes will address state content and performance standards in core academic areas.</b>	<p><u>Quality Indicators</u></p> <ul style="list-style-type: none"> <li>• Explains alignment between pupil outcomes and state content and performance standards.</li> </ul>	<i>Met.</i>	<i>38; Elem. B (p. 39); App. A.; Elem. C (p. 40)</i>

Criteria	Indicators (Compliance, Quality, or Assurance)	Met/Partially Met/Did Not Meet Evaluation Standard	Page
(Education Code § 47605 subd. (c)(5)(B).)			
5. <b>School-wide student performance goals students will achieve over a given period of time</b> (Education Code § 47605 subd. (c)(5)(B)), including projected attendance levels, dropout percentage, and graduation rate goals.	<u>Evidence of Compliance</u> <ul style="list-style-type: none"> <li>Provides schoolwide goals and target dates for achievement, attendance, dropout, and graduation.</li> </ul> <u>Quality Indicators</u> <ul style="list-style-type: none"> <li>Appropriate use of SMART Goals—Specific, Measurable, Achievable, Relevant, and Timebound.</li> </ul>	<i>Met.</i>	<i>38; Elem. B (p. 39); App. A; Elem. C (p. 40)</i>
<b>Notes</b>			

## Element C (3): Student Progress Measurement



*“The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.” (Education Code § 47605 subd. (c)(5)(C).)*

### The Petition Describes, At Minimum

Criteria	Indicators (Compliance, Quality, or Assurance)	Met/Partially Met/Did Not Meet Evaluation Standard	Page
<b>Method for Measuring, Analyzing, and Reporting Pupil Progress Toward Outcomes</b>			
<p>1. <b>How the school will monitor and measure student progress toward mastery of state standards and other goals identified above.</b> (Education Code § 47605 subd. (c)(5)(B-C).)</p>	<p><u>Evidence of Compliance</u></p> <ul style="list-style-type: none"> <li>Assessment tools include all required state and federal assessment (SBAC, ELPAC, etc.) for purposes of accountability.</li> <li>At least one assessment method or tool listed for each of the exit assessments.</li> </ul> <p><u>Quality Indicators</u></p> <ul style="list-style-type: none"> <li>Provides a variety of alternative assessment types, including those that employ objective means of assessment consistent with the measurable pupil outcomes.</li> <li>Chosen assessments or assessment types are appropriate for standards and skills the school seeks to measure.</li> </ul>	<p><i>Met.</i></p>	<p><i>38; Elem. B (p. 39); App. A; Elem. C (p. 40)</i></p>

Criteria	Indicators (Compliance, Quality, or Assurance)	Met/Partially Met/Did Not Meet Evaluation Standard	Page
<p>2. A plan for collecting, analyzing/utilizing and reporting student/school performance to charter school staff and to students' parents and guardians, and for utilizing the data continuously to monitor and improve the charter school's educational. (Education Code § 47605 subds. (c) and (d).)</p>	<p><u>Evidence of Compliance</u></p> <ul style="list-style-type: none"> <li>Provides plan that is thorough and addresses data collection, analysis, and communication to all stakeholder groups.</li> </ul> <p><u>Quality Indicators</u></p> <ul style="list-style-type: none"> <li>Describes the role and use of data to inform curriculum, instruction, tiered intervention, and enrichment.</li> <li>Describes the role and use of data to monitor and improve the charter school's educational program and operations by the staff, school site leadership, executive leadership, and governing board.</li> <li>Describes the role and use of data to inform stakeholders of school performance.</li> <li>Describes how data will be disaggregated for relevant student subgroups.</li> </ul>	<p><i>Met.</i></p>	<p><i>38; Elem. B (p. 39); App. A.; Elem. C (p. 40)</i></p>
<p>3. The school's grading and progress reporting systems.</p>	<p><u>Evidence of Compliance</u></p> <ul style="list-style-type: none"> <li>Addresses grading policy, type and frequency of progress reporting, and promotion/retention policy and procedures.</li> </ul>	<p><i>Met.</i></p>	<p><i>38; Elem. B (p. 39); App. A.; Elem. C (p. 40)</i></p>
<p><b>Notes</b></p>			



## Element D (4): Governance Structure

*“The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement.” (Education Code § 47605 subd. (c)(5)(D).)<sup>4</sup>*

### The Petition Describes, At Minimum

Criteria	Indicators (Compliance, Quality, or Assurance)	Met/Partially Met/Did Not Meet Evaluation Standard	Page
<p>1. For those charter schools incorporated as a nonprofit benefit corporation: evidence of the charter school's incorporation as a nonprofit benefit corporation, including a set of bylaws and basic policies. (Education Code § 47605 subd. (h).) Describes how the policies will be monitored and implemented.</p>	<p>Evidence of Compliance</p> <ul style="list-style-type: none"> <li>• Provides Articles of Incorporation.</li> <li>• Summarizes the policies listed below:               <ul style="list-style-type: none"> <li>- Conflict of Interest Code. Must be a stand-alone document that meets the requirements of the California Political Reform Act, Government Code § 87100 et seq. For further information, please see the various resources available on the Fair Political Practices Commission website at <a href="http://www.fppc.ca.gov/Form700.html">http://www.fppc.ca.gov/Form700.html</a></li> <li>- Conflict of Interest Policy</li> <li>- Complaint Policy</li> <li>- Conflict Resolution Policy</li> <li>- Policies and Internal Controls to Prevent Fraud, Embezzlement, and Conflict of Interest</li> </ul> </li> </ul>	<p><i>Met.</i></p>	<p><i>Elem. D (pp. 40-41), App. C.</i></p>

<sup>4</sup> As described in the Petition Template, the references to governing boards are intended for non-profit public benefit corporations.

Criteria	Indicators (Compliance, Quality, or Assurance)	Met/Partially Met/Did Not Meet Evaluation Standard	Page
	<ul style="list-style-type: none"> <li>• Summarizes the bylaws. Bylaws should include:<sup>5</sup> <ul style="list-style-type: none"> <li>- Mission statement.</li> <li>- An indemnification statement, or statement that limits the personal liability of board members.</li> <li>- Compliance with the Brown Act and the California Public Records Act.</li> <li>- The minimum and maximum number of board members, their terms and term limits, and the selection process.</li> <li>- Powers and duties of board members and officers.</li> <li>- Rules and procedures for holding meetings, voting, and minimum number of meetings per year.</li> <li>- Procedure for removing a board member or officer.</li> <li>- Description of committees and how committees may be created or dissolved.</li> <li>- How a special or emergency board meeting may be called.</li> <li>- How the bylaws can be changed.</li> </ul> </li> </ul>		
<p><b>2. Key features of the governance structure, including, but not limited to:</b></p>			
<ul style="list-style-type: none"> <li>• Delineation of roles and responsibilities of the governing board and staff;</li> </ul>	<p><u>Evidence of Compliance</u></p> <ul style="list-style-type: none"> <li>• Includes an organizational chart.</li> </ul> <p><u>Quality Indicators</u></p> <ul style="list-style-type: none"> <li>• Description should include a focus on student achievement, providing strategic direction, recruiting and managing an exceptional school leader, raising resources, engaging in financial oversight, ensuring the school meets all compliance expectations and requirements of the authorizer, and running board operations</li> </ul>	<p><i>Met.</i></p>	<p><i>Elem. D (pp. 40-41), App. C.</i></p>

<sup>5</sup> Sources: Blue Avocado, Bylaws Checklist, available at [https://blueavocado.org/board-of-directors/bylaws-checklist/?gclid=EAIaIQobChMIkKTYzIjp6wIVerbICh0x8QwhEAAyASAAEglmNfD\\_BwE](https://blueavocado.org/board-of-directors/bylaws-checklist/?gclid=EAIaIQobChMIkKTYzIjp6wIVerbICh0x8QwhEAAyASAAEglmNfD_BwE); Education Board Partners, Bylaws, The Essential Ingredients for Good Bylaws, available at [https://charterschoolcenter.ed.gov/sites/default/files/files/field\\_publication\\_attachment/The\\_Essential\\_Ingredients\\_for\\_Good\\_Bylaws-2.pdf](https://charterschoolcenter.ed.gov/sites/default/files/files/field_publication_attachment/The_Essential_Ingredients_for_Good_Bylaws-2.pdf); Knowledge base What are nonprofit bylaws? Where can I find samples?, available at <https://learning.candid.org/resources/knowledge-base/nonprofit-bylaws/>

Criteria	Indicators (Compliance, Quality, or Assurance)	Met/Partially Met/Did Not Meet Evaluation Standard	Page
	<p>(including member recruitment, committees, and meeting schedules).<sup>6</sup></p> <ul style="list-style-type: none"> <li>• Demonstrates understanding of their role as policymakers and not operational leaders.</li> <li>• Provides an annual calendar of meetings that describes the major work of the board.</li> </ul>		
<ul style="list-style-type: none"> <li>• If applicable, a clear description of the flexibility and level of autonomy the charter school has from the charter management organization over budget, expenditures, personnel, and daily operations; and</li> </ul>	<p><u>Evidence of Compliance</u></p> <ul style="list-style-type: none"> <li>• Proposed contract between the school and management organization is submitted with specific sections of the contract referenced that clearly describe the charter school’s level of autonomy with respect to budget, expenditures, personnel, and daily operations.</li> </ul>	<i>Not Applicable.</i>	
<ul style="list-style-type: none"> <li>• Size/composition of board, board committees and/or advisory councils.</li> </ul>	<p><u>Evidence of Compliance</u></p> <ul style="list-style-type: none"> <li>• Board size varies. Nationally, boards typically have between 9 and 11 members.<sup>7</sup></li> <li>• Describes board committees and composition. Should include at least finance, academic, and governance committees.</li> </ul>	<i>Met.</i>	<i>Elem. D (pp. 40-41), App. C.</i>
<ul style="list-style-type: none"> <li>• Other important legal or operational relationships between the charter school and granting agency.</li> </ul>	<p><u>Evidence of Compliance</u></p> <ul style="list-style-type: none"> <li>• Describes important legal or operational relationships between the charter school and granting agency.</li> </ul>	<i>Met.</i>	<i>Elem. D (pp. 40-41), App. C.</i>
<p>3. Method for selecting initial board members and election/appointment for board member replacement.</p>	<p><u>Evidence of Compliance</u></p> <ul style="list-style-type: none"> <li>• Describes where/how vacant positions will be publicized.</li> <li>• Describes the selection process—i.e., initial resume review, interview with governance committee, etc.</li> </ul>	<i>Met.</i>	<i>Elem. D (pp. 40-41), App. C.</i>

<sup>6</sup> Education Board Partners, Governance Best Practices for Highly Effective Charter School Boards, available at <http://www.publiccharters.org/sites/default/files/migrated/wp-content/uploads/2014/09/Paper-Governance-Best-Practices-for-Highly-Effective-Charter-School-Boards.pdf>

<sup>7</sup> Education Board Partners, Governance FAQs, available at [https://charterschoolcenter.ed.gov/sites/default/files/files/field\\_publication\\_attachment/Governance%20FAQs.pdf](https://charterschoolcenter.ed.gov/sites/default/files/files/field_publication_attachment/Governance%20FAQs.pdf)

Criteria	Indicators (Compliance, Quality, or Assurance)	Met/Partially Met/Did Not Meet Evaluation Standard	Page
	<u>Quality Indicators</u> <ul style="list-style-type: none"> <li>• Describes criteria for selecting board members that align to the needs of the school, including specific expertise and skills needed on the board. Criteria should include willingness and commitment to participate in board activities. Experience and expertise could include legal, financial, instructional, facilities, operations, and nonprofit leadership.</li> <li>• Annual board calendar that includes key work of the board, e.g., LCAP approval, budget approval, annual evaluation of the school leader, etc.</li> <li>• Ensures board members reflect the community.</li> </ul>		
<p>4. Names and relevant qualifications of all persons whom the petitioner nominates to serve on the governing body of the charter school.</p>	<u>Evidence of Compliance</u> <ul style="list-style-type: none"> <li>• Provides a list of names and qualifications for board members consistent with the board's bylaws.</li> <li>• Includes evidence that a parent would be on the board.</li> </ul> <u>Quality Indicators</u> <ul style="list-style-type: none"> <li>• Board members have a range of experience aligned to the needs of the school.</li> <li>• Experience could include legal, financial, instructional, facilities, operations, and nonprofit leadership.</li> <li>• Ensures members reflect the community.</li> </ul>	<i>Not Met.</i>	
<p>5. Meeting requirements and procedures.</p>	<u>Evidence of Compliance</u> <ul style="list-style-type: none"> <li>• Includes the following:               <ul style="list-style-type: none"> <li>- Location and frequency of governing board and committee meetings</li> <li>- Annual calendar of governing board and committee meetings that describes major work of the board</li> <li>- Location(s) for posting governing board and committee meeting agendas</li> </ul> </li> </ul>	<i>Met.</i>	<i>Elem. D (pp. 40-41), App. C.</i>

Criteria	Indicators (Compliance, Quality, or Assurance)	Met/Partially Met/Did Not Meet Evaluation Standard	Page
	<ul style="list-style-type: none"> <li>- Specific procedures that will ensure compliance with key Brown Act requirements</li> </ul>		
6. Decision-making procedures.	<u>Evidence of Compliance</u> <ul style="list-style-type: none"> <li>• Includes the following:               <ul style="list-style-type: none"> <li>- Quorum requirements</li> <li>- Board action (voting) requirements</li> <li>- Abstention and teleconference participation</li> </ul> </li> </ul>	<i>Met.</i>	<i>Elem. D (pp. 40-41), App. C.</i>
7. How the board will assess training needs and provide training.	<u>Quality Indicators</u> <ul style="list-style-type: none"> <li>• Describes how they will assess training needs and provide training that aligns with the board’s responsibilities.</li> </ul>	<i>Not Met.</i>	
8. Evidence that the organizational technical designs of the governance structure reflect a seriousness of purpose to ensure that the charter will become and remain a viable enterprise.	<u>Evidence of Compliance</u> <ul style="list-style-type: none"> <li>• See Element D(4): Governance Structure (## 1–7).</li> </ul>	<i>Met.</i>	<i>Elem. D (pp. 40-41), App. C.</i>
9. Understanding and assurance of compliance with open meeting requirements.	<u>Assurance</u> <ul style="list-style-type: none"> <li>• Schools shall comply with the Ralph M. Brown Act (“Brown Act”). All meetings of the Charter School’s governing board shall be called, held and conducted in accordance with the terms and provisions of Education Code Section 47604.1 and the Brown Act including, but not limited to, those related to meeting access and recording, notice, agenda preparation, posting and reporting.</li> </ul> <u>Evidence of Compliance</u> <ul style="list-style-type: none"> <li>• Indicates will provide board meeting agendas, minutes, committee meeting minutes.</li> </ul>	<i>Met.</i>	<i>Elem. D (pp. 40-41), App. C.</i>

Criteria	Indicators (Compliance, Quality, or Assurance)	Met/Partially Met/Did Not Meet Evaluation Standard	Page
<p>10. A process for involvement or input of parents/guardians in the governance of the charter school including:</p> <ul style="list-style-type: none"> <li>A clear delineation of roles and responsibilities of parent councils, advisory committee or other supporting groups.</li> </ul>	<p><u>Evidence of Compliance</u></p> <ul style="list-style-type: none"> <li>Describes parent bodies, their roles and responsibilities, their involvement in decision-making, and how members will be selected.</li> <li>Describes the process by which the school will consult with all stakeholders (parents, teachers, staff, administrators, and students) to develop its LCAP and annual update.</li> <li>Describes the process by which the school will consult with parents and teachers regarding the school’s educational program.</li> </ul> <p><u>Quality Indicators</u></p> <ul style="list-style-type: none"> <li>Describes outreach and selection strategies that ensure that all members of the community have a voice and are represented.</li> <li>Parent bodies collaborate with families and treat parents as partners in their child’s learning.<sup>8</sup></li> <li>Describes how parent bodies are integrated into the school community and decision making.<sup>9</sup></li> <li>Describes how the school will communicate with and engage families of English learners (see Element A(1): Meeting the Needs of All Students/English Learners for details).</li> </ul>	<p><i>Met.</i></p>	<p><i>Elem. D (p. 41), App. C.</i></p>
<p>11. <b>A description how it shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to or continuation at the charter school.</b> (Education Code § 47605 subs. (e)(2)(B)(iv) and (n).)</p>	<p><u>Evidence of Compliance</u></p> <ul style="list-style-type: none"> <li>Describes the tools/vehicles (i.e., newsletter, email, website, etc.) for notifying parents and guardians that parental involvement is not a requirement.</li> <li>Describes a plan for oral and written translation of parent and guardian notifications in languages spoken by at least 15% of the EL population, as required by Education Code § 48985.</li> </ul>	<p><i>Met.</i></p>	<p><i>Elem. D (pp. 40-41), App. C.</i></p>

<sup>8</sup> California Department of Education, Family Engagement Toolkit, available at <https://www.cde.ca.gov/fg/aa/lc/documents/family-engagement.pdf>

<sup>9</sup> California Department of Education, Family Engagement Toolkit, available at <https://www.cde.ca.gov/fg/aa/lc/documents/family-engagement.pdf>

Criteria	Indicators (Compliance, Quality, or Assurance)	Met/Partially Met/Did Not Meet Evaluation Standard	Page
<p><b>Notes</b></p>			

## Element E (5): Employee Qualifications



*“The qualifications to be met by individuals to be employed by the charter school.” (Education Code § 47605 subd. (c)(5)(E).)*

### The Petition Describes, At Minimum

Criteria	Indicators (Compliance, Quality, or Assurance)	Met/Partially Met/Did Not Meet Evaluation Standard	Page
1. Affirms all teachers will hold appropriate Commission on Teacher Credentialing certificates (new on July 1, 2020). (Education Code § 47605 subd. (c)(5)(E))	<p><u>Assurance</u></p> <ul style="list-style-type: none"> <li>Ensures all teachers hold appropriate Commission on Teacher Credentialing certificates prior to school opening or the charter school shall request an emergency permit or a waiver from the Commission on Teacher Credentialing for individuals in the same manner as a school district.</li> <li>Ensures teachers assigned to provide ELD and instruction in subject matter courses for ELs must have the appropriate authorizations.<sup>10</sup></li> </ul>	Met.	Elem. E (p. 44.)
2. All school employee classes/positions, including administrators, certificated staff, instructional support staff, and classified staff.	<p><u>Evidence of Compliance</u></p> <ul style="list-style-type: none"> <li>Provides list of all positions and positions align with budget and the size of the school.</li> <li>Staffing is reasonable given the education program proposed.</li> <li>A job description for each position.</li> </ul>	Partially Met.	Elem. E (p. 45.)
3. General qualifications for the various categories of employees (e.g., other administrative, instructional support, non-instructional support). (Education	<p><u>Evidence of Compliance</u></p> <ul style="list-style-type: none"> <li>Provides general qualifications for all categories of positions.</li> <li>Qualifications seem reasonable to ensure the competence of the charter school’s faculty.</li> </ul>	Met.	Elem. E (pp. 44-45.)

<sup>10</sup> Per 20 U.S.C. § 6826(c); Education Code §§ 44253.1, 44253.2, 44253.3, 44253.4, 44253.5, and 44253.10; *Castañeda v. Pickard*, 648 F.2d 989, 1012–13 (5th Cir. 1981), cited in English Learner 2020-2021 Program Instrument (California Department of Education, June 2020)

Criteria	Indicators (Compliance, Quality, or Assurance)	Met/Partially Met/Did Not Meet Evaluation Standard	Page
Code § 47605 subd. (c)(5)(E)) These qualifications shall be sufficient to ensure the health and safety of the charter school’s faculty, staff, and students.			
4. Identifies those positions that the charter school regards as key and specifies the additional qualifications expected of individuals assigned to those positions and their responsibilities.	<p><u>Evidence of Compliance</u></p> <ul style="list-style-type: none"> <li>Provides list of key positions and specific qualifications expected of these positions.</li> </ul> <p><u>Quality Indicators</u></p> <ul style="list-style-type: none"> <li>Key positions align with the needs of the educational program.</li> <li>Qualifications ensure that staff have the capacity to perform in their roles.</li> </ul>	<i>Met.</i>	<i>Elem. E (pp. 44-45.)</i>
5. A clear plan for recruitment, selection, development and evaluation of staff and charter school leader.	<p><u>Evidence of Compliance</u></p> <ul style="list-style-type: none"> <li>Includes plan describing professional development that is specific to the implementation of programs for English learners and sufficient to effectively implement the programs.<sup>11</sup></li> </ul> <p><u>Quality Indicators</u></p> <ul style="list-style-type: none"> <li>The plan includes a variety of strategies, sources, and vehicles for recruiting a diverse teaching staff.</li> <li>The plan identifies how teachers’ strengths and needs will be assessed to inform professional development.</li> <li>The plan provides for continuous, job-embedded learning.</li> <li>The plan describes how the school will evaluate all staff responsible for the education of English learners and provide professional development to meet their needs. (Also see Element A.(1): Meeting the Needs of All Students/English Learners.)</li> </ul>	<i>Met.</i>	<i>Elem. E (pp. 44-45); Elem. A (p. 36)</i>

<sup>11</sup> Per *Castañeda v. Pickard*, 648 F.2d 989, 1012–13 (5th Cir. 1981), cited in English Learner 2020-2021 Program Instrument (California Department of Education, June 2020); see also requirements per 20 U.S.C. § 6825(c)(2)(A–D).

**Notes**

## Element F (6): Health and Safety Procedures



***“The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:***

***(i) That each employee of the charter school furnish the charter school with a criminal record summary as described in [Section 44237](#).***

***(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of [Section 32282](#).***

***(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.”***

***(Education Code § 47605 subd. (c)(5)(F))***

### The Petition Describes, At Minimum

Criteria	Indicators (Compliance, Quality, or Assurance)	Met/Did Not Meet Evaluation Standard	Page
1. A comprehensive charter school safety plan and assurance that all charter school staff will be trained on this plan and that the plan will be updated annually. (Education Code §§ 32282 and 47605 subd. (5)(f))	<p><u>Assurance</u></p> <ul style="list-style-type: none"> <li>All charter school staff will be trained on a comprehensive charter school safety plan and the plan will be updated annually.</li> </ul>	Met.	Elem F (p. 50)
2. Assurances that the charter school will require a criminal background clearance report, and proof of tuberculosis examination prior to employment. (Education Code §§ 32282 and 47605 subd. (5)(f))	<p><u>Assurance</u></p> <ul style="list-style-type: none"> <li>The charter school will require a criminal background clearance report and proof of tuberculosis examination prior to employment.</li> </ul>	Met.	Elem F (pp. 46-47)

Criteria	Indicators (Compliance, Quality, or Assurance)	Met/Did Not Meet Evaluation Standard	Page
<p>3. Assurances that the charter school will adopt procedures to prevent acts of bullying and cyberbullying, and make the CDE online training module available to all employees who interact with students. (Education Code §§ 32282 and 47605 subd. (5)(f))</p>	<p><u>Assurance</u></p> <ul style="list-style-type: none"> <li>The charter school will adopt procedures to prevent acts of bullying and cyberbullying, and make the CDE online training module available to all employees who interact with students.</li> </ul>	<p><i>Met.</i></p>	<p><i>Elem F (p. 52)</i></p>
<p>4. Affirmation that charter schools with grades 7–12 will adopt a suicide prevention policy (Education Code §§ 32282 and 47605 subd. (5)(f))</p>	<p><u>Assurance</u></p> <ul style="list-style-type: none"> <li>The charter school will adopt a suicide prevention policy. (For schools that serve grades 7–12 only).</li> </ul>	<p><i>Met.</i></p>	<p><i>Elem F (p. 48)</i></p>
<p>5. A position to serve as the school’s Custodian of Records per California Department of Justice requirements. (Education Code §§ 32282 and 47605 subd. (5)(f))</p>	<p><u>Evidence of Compliance</u></p> <ul style="list-style-type: none"> <li>Provides the title of the position.</li> </ul>	<p><i>Met.</i></p>	<p><i>Elem F (p. 46)</i></p>
<p>6. The content and process for developing a comprehensive charter school safety plan. References include safety-related policies/procedures or the date by which they will be adopted and submitted to the authorizer. (Education Code §§ 32282 and 47605 subd. (5)(f).)</p>	<p><u>Evidence of Compliance</u></p> <ul style="list-style-type: none"> <li>Describes the content and process for developing a comprehensive charter school safety plan. Briefly addresses each of the following topics: <ul style="list-style-type: none"> <li>The stakeholders who will be involved in developing and/or providing input on the plan. Include administrators, local first responders, legal counsel, and experts in school safety.</li> <li>Child abuse reporting procedures;</li> <li>Disaster procedures, including earthquake preparedness, procedures for allowing school grounds to be used as a disaster shelter, and adaptations for pupils with disabilities in accordance with the federal Americans with Disabilities Act;</li> </ul> </li> </ul>	<p><i>Met.</i></p>	<p><i>Elem F (p. 50, 51)</i></p>

Criteria	Indicators (Compliance, Quality, or Assurance)	Met/Did Not Meet Evaluation Standard	Page
	<ul style="list-style-type: none"> <li>- Policies for pupils who committed certain serious acts that would lead to suspension, expulsion, or mandatory expulsion recommendations;</li> <li>- Procedures to notify teachers of dangerous pupils;</li> <li>- A discrimination and harassment policy;</li> <li>- The provisions of any schoolwide dress code that prohibits pupils from wearing “gang-related apparel,” if the school has adopted that type of a dress code;</li> <li>- Procedures for safe ingress and egress of pupils, parents, and school employees to and from school;</li> <li>- A safe and orderly environment conducive to learning at the school; and</li> <li>- Procedures for conducting tactical responses to criminal incidents.</li> </ul>		
<p>7. <b>A list of additional health and safety policies and practices that will be developed for students and staff.</b> (Education Code §§ 32282 and 47605 subd. (5)(f).)</p>	<p><u>Evidence of Compliance</u></p> <ul style="list-style-type: none"> <li>• Provides a list of health and safety-related policies and the date by which they will be adopted and submitted to the authorizer. They include at least the following: Medication in school; Athletic programs; Immunizations and health screenings; Free and reduced-price meals; California Healthy Youth Act; LGBTQ resources training; and Transportation safety plan.</li> </ul>	<p><i>Met.</i></p>	<p><i>Elem F (pp. 46-53) (includes child abuse reporting; immunization; vision, hearing and scoliosis testing; bloodborne pathogens; and workplace violence prevention plan.)</i></p>
<p>8. <b>Assurances on the compliance with ADA (Americans with Disabilities Act).</b> (Education Code §§ 32282 and 47605 subd. (5)(f).)</p>	<p><u>Assurance</u></p> <ul style="list-style-type: none"> <li>• The charter school will comply with the Americans with Disabilities Act.</li> </ul>	<p><i>Met.</i></p>	<p><i>Affirmations (p. 9)</i></p>
<p><b>Notes</b></p>			

## Element G (7): Balanced Enrollment



***“The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” (Education Code § 47605 subd. (c)(5)(G).)***

*Some authorizers also consider whether the enrollment balance is similar to the neighborhood in which the school is located, in addition to the whole territorial jurisdiction of the district. If this is considered, we recommend that the staff report state the reasons why it is important for the school’s enrollment to reflect the race and ethnicity demographics of the neighborhood.*

### The Petition Describes, At Minimum

Criteria	Indicators (Compliance, Quality, or Assurance)	Met/Did Not Meet Evaluation Standard	Page
1. Specific practices/policies the charter school will design and implement to attract a diverse applicant pool/enrollment that is reflective of the general population, including special populations residing within the territorial jurisdiction of the district. (Education Code § 47605 subd. (c)(5)(G).)	<u>Quality Indicators</u> <ul style="list-style-type: none"> <li>Practices and policies appear likely to achieve racial and ethnic balance.</li> <li>Practices and policies appear likely to achieve a balance of special education enrollment reflective of the district, including students with moderate to severe disabilities.</li> <li>Practices and policies appear likely to achieve a balance of English learner enrollment reflective of the district.</li> </ul>	Met.	Elem G (pp. 54-55)
2. Outreach strategies, identifying specifically who the targeted groups will be, including developed	<u>Evidence of Compliance</u> <ul style="list-style-type: none"> <li>Provides a range of outreach strategies, identifying targeted groups.</li> </ul>	Met.	Elem G (pp. 54-55)

<p>or planned benchmarks for achieving balance.</p>	<ul style="list-style-type: none"> <li>• Provides developed or planned benchmarks for achieving balance.</li> <li>• Strategies are specific to the local community.</li> </ul> <p><u>Quality Indicators</u></p> <ul style="list-style-type: none"> <li>• Outreach strategies are components of an overall recruitment approach, with benchmarks, that is appropriate for reaching the targeted groups.</li> <li>• Outreach strategies target significant student populations in the community.</li> <li>• Outreach strategies include communications in languages the target populations' families understand.</li> </ul>		
<p>3. Types of supports that will be provided to maintain enrollment balance (counselors, support staff, medical-related staff, etc.).</p>	<p><u>Quality Indicators</u></p> <ul style="list-style-type: none"> <li>• Supports are reasonable to maintain enrollment balance.</li> </ul>	<p><i>Met.</i></p>	<p><i>Elem G (pp. 54-55)</i></p>
<p><b>Notes</b></p>			

## Element H (8): Admissions Policies and Procedures



*“Admission policies and procedures, consistent with subdivision (e).” (Education Code § 47605 subd. (c)(5)(H).)*

The Petition Describes, At Minimum

Criteria	Indicators (Compliance, Quality, or Assurance)	Met/Did Not Meet Evaluation Standard	Page
<p>1. The following assurances: The charter school shall be nonsectarian in its programs, admission policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against a pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in § 422.55 of the Penal Code, including immigration status, equal rights, and opportunities in the educational institutions of the state. (Education Code § 47605 subd. (e)(1).)</p>	<p><u>Assurances</u></p> <ul style="list-style-type: none"> <li>The charter school shall be nonsectarian in its programs, admission policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against a pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Penal Code § 422.55, including immigration status, equal rights, and opportunities in the educational institutions of the state.</li> <li>If the number of pupils who wish to attend the charter school exceeds the charter school’s capacity, a public random lottery shall determine acceptance of new pupils.</li> <li>Enrollment preferences will not require mandatory parent volunteer hours as a criteria for admission.</li> <li>Preferences, if given, are not likely to negatively impact the racial, ethnic and unduplicated balance the charter school strives to reflect.</li> <li>The charter school shall not discourage enrollment in the charter school, or encourage disenrollment/ transfer of a student from the charter school, for any reason, including but not limited to academic performance or any characteristics of the student listed under Education Code section 47605(e)(2)(B)(iii).</li> <li>The charter school shall not request a student’s records, including an IEP, or require a parent, guardian, or student to submit the</li> </ul>	<p>Met.</p>	<p>Elem H (p. 56)</p>

Criteria	Indicators (Compliance, Quality, or Assurance)	Met/Did Not Meet Evaluation Standard	Page
	student's records to the school before enrollment. (Education Code § 47605(e)(4).)		
<p>2. <b>A clear description of the admissions policies</b>, process, and timeline, including information to be collected through the interest form, application form, and/or enrollment form. (Education Code § 47605 subd. (c)(5)(H).)</p>	<p><u>Evidence of Compliance</u></p> <ul style="list-style-type: none"> <li>Provides a clear and comprehensive description of the admissions policies and process from recruitment through enrollment.</li> </ul> <p><u>Quality Indicators</u></p> <ul style="list-style-type: none"> <li>Admissions processes are robust but not likely to be a deterrent to low-income and other at-risk groups.</li> </ul>	Met.	Elem H (p. 56-58)
<p>3. Building on the strategies referenced in the prior section, provides a clear description of how the school will recruit and reach out to all students in the community, including those with a history of low academic performance, socio-economically disadvantaged students, and students with disabilities. All promotional material must clearly state the charter school will serve ALL students.</p>	<p><u>Evidence of Compliance</u></p> <ul style="list-style-type: none"> <li>Provides a clear and comprehensive description of how the school will reach out to all student groups.</li> </ul> <p><u>Quality Indicators</u></p> <ul style="list-style-type: none"> <li>Recruitment strategies seem likely to be effective in reaching out to all student groups.</li> <li>Provides specific strategy for outreach to numerically significant students in their community.</li> <li>Strategies include reaching out to families who speak languages other than English, with communications in languages they understand.</li> </ul>	Met.	Elem G (p. 54-55)
<p>4. <b>The manner in which the charter school will conduct a public random drawing in the event that the number of students who wish to attend the school exceeds the school's capacity.</b> (Education Code § 47605 subd. (e)(2)(B).)</p>	<p><u>Quality Indicators</u></p> <ul style="list-style-type: none"> <li>Includes the following components:           <ul style="list-style-type: none"> <li>Open enrollment period(s) or timeline, and related enrollment procedures;</li> <li>Method(s) that the school will use to communicate to all interested parties the timeline, rules, and procedures to be followed during the open enrollment and lottery processes;</li> </ul> </li> </ul>	Met.	Elem H (p. 56-58)

Criteria	Indicators (Compliance, Quality, or Assurance)	Met/Did Not Meet Evaluation Standard	Page
	<ul style="list-style-type: none"> <li>- Method that the school will use to ensure lottery procedures are fairly executed and that interested parties may attend and observe;</li> <li>- Date, time, and location for the lottery each year, if needed;</li> <li>- Procedures that the school will follow to determine waiting list priorities based upon lottery results and to enroll students from the waiting list;</li> <li>- Means by which the school will notify parents/guardians of students who have been offered a seat as a result of the lottery or from the waiting list following a lottery, and the procedures and timelines under which parents/guardians must respond in order to secure admission; and</li> <li>- Method for documenting the fair execution of lottery and waitlist procedures.</li> </ul>		
<p>5. <b>A clear description of legally allowed preferences if applicable</b> (Education Code § 47605 subd. (e)(2)(B).)</p>	<p><u>Evidence of Compliance</u></p> <ul style="list-style-type: none"> <li>• Describes policies that meet the following criteria:               <ul style="list-style-type: none"> <li>- If the number of pupils who wish to attend the charter school exceeds the charter school’s capacity, attendance, except for existing pupils of the charter school, shall be determined by a public random drawing.</li> <li>- Charter schools <i>must</i> give preferences to: students currently attending the charter school, students who reside in the district in which the school is authorized, and students who reside within the former attendance area of a charter school that was converted from an existing public school.</li> </ul> </li> <li>• Charter schools located in the attendance area of a public elementary school in which 50% or more of the pupils are eligible for free or reduced price meals <i>may</i> give a preference in admissions to pupils who are currently enrolled in that public</li> </ul>	<p>Met.</p>	<p>Elem H (p. 56-58)</p>

Criteria	Indicators (Compliance, Quality, or Assurance)	Met/Did Not Meet Evaluation Standard	Page
	<p>school and to pupils who reside in the public school attendance area where the charter school is located.</p> <ul style="list-style-type: none"> <li>Charter schools <i>may</i> give preferences to siblings of pupils admitted or attending the charter school and children of the charter school’s teachers, staff, and founders identified in the initial charter.</li> </ul>		
<p>6. Assurance that the school shall not discourage a student from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance or any characteristics of the student listed under section 47605 subd. (e)(2)(B)(iii). (Education Code § 47605 subd. (e)(4).)</p>	<p><u>Assurances</u></p> <ul style="list-style-type: none"> <li>The school shall not discourage a student from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance or any characteristics of the student listed under section 47605 subd. (e)(2)(B)(iii).</li> <li>The school shall not request a student’s records, including an IEP, or require a parent, guardian, or student to submit the student’s records to the school before enrollment.</li> <li>The school shall not encourage a current student to disenroll or transfer for any reason, including, but not limited to, academic performance or any characteristics of the student listed under section 47605 subd. (e)(2)(B)(iii).</li> </ul>	<p><i>Met.</i></p>	<p><i>Elem H (p. 56)</i></p>
<p>7. Assurance that the school will provide parents, guardians and pupils with the CDE Complaint Notice and Form at times specified in Education Code section 47605 subd. (e)(4).</p>	<p><u>Evidence of Compliance</u></p> <ul style="list-style-type: none"> <li>Describes policies that provide for distribution of the Complaint Notice and Form to a parent or guardian, or student 18 years of age or older, at the following times: <ul style="list-style-type: none"> <li>when inquiring about enrollment</li> <li>before conducting an enrollment lottery</li> <li>before disenrollment of a student</li> </ul> </li> <li>CDE Charter School Complaint Notice and Form is posted on school website.</li> </ul>	<p><i>Met.</i></p>	<p><i>Elem H (p. 56)</i></p>
<p><b>Notes</b></p>			

## Element I (9): Annual Independent Financial Audits



***“The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.” (Education Code § 47605 subd. (c)(5)(I).)***

### The Petition Describes, At Minimum

Criteria	Indicators (Compliance, Quality, or Assurance)	Met/Partially Met/Did Not Meet Evaluation Standard	Page
1. What person or position at the school is responsible for contracting with an accountant to conduct the required annual financial audit and working with the auditor to complete the audit.	<p><u>Evidence of Compliance</u></p> <ul style="list-style-type: none"> <li>Provides the name of the person or position responsible for facilitating the annual audit process in conjunction with the school’s board.</li> </ul>	Met.	Elem. I (p. 59)
2. The procedures to select and retain an independent auditor including: <ul style="list-style-type: none"> <li>qualifications that will be used for the selection of an independent auditor; and</li> <li>assurance that the auditor will have experience in education finance.</li> </ul>	<p><u>Assurance</u></p> <ul style="list-style-type: none"> <li>The auditor will have experience in education finance.</li> </ul> <p><u>Evidence of Compliance</u></p> <ul style="list-style-type: none"> <li>Describes the process to select and retain an independent auditor and the role of the charter school’s board in making this selection.</li> <li>Describes the qualifications that will be used to select an auditor.</li> </ul> <p><u>Quality Indicators</u></p> <ul style="list-style-type: none"> <li>Procedures for selecting the auditor should include review of prospective auditors’ experience, staff qualifications, references, professional affiliations, technical abilities, and price.</li> <li>Specifies the role of the governing board’s Finance and/or Audit Committee in the audit process, including selecting and retaining an independent auditor.</li> </ul>	Met.	Elem. I (p. 59)
3. Assurance that the annual audit will employ generally accepted accounting principles.	<p><u>Assurance</u></p> <ul style="list-style-type: none"> <li>The annual audit will employ generally accepted accounting principles.</li> </ul>	Met.	Elem. I (p. 59)

Criteria	Indicators (Compliance, Quality, or Assurance)	Met/Partially Met/Did Not Meet Evaluation Standard	Page
4. The process and timeline that the charter school will employ to conduct the audit.	<u>Evidence of Compliance</u> <ul style="list-style-type: none"> <li>Provides the process and timeline.</li> </ul>	<i>Met.</i>	<i>Elem. I (p. 59)</i>
5. The process for addressing and resolving any deficiencies, findings, material weaknesses, or audit exceptions.	<u>Evidence of Compliance</u> <ul style="list-style-type: none"> <li>Provides the process and timeline.</li> </ul>	<i>Met.</i>	<i>Elem. I (p. 59)</i>
6. The process and timeline for distribution of completed audit to authorizer, county office, State Controller, California Department of Education, and/or other agencies required under law.	<u>Evidence of Compliance</u> <ul style="list-style-type: none"> <li>Includes the audit process and timeline and how the school will distribute the audit to parties specified.</li> </ul>	<i>Met.</i>	<i>Elem. I (p. 59)</i>
7. An assurance that the charter school will satisfy any audit deficiencies to the satisfaction of the authorizer.	<u>Assurance</u> <ul style="list-style-type: none"> <li>The school will satisfy any audit deficiencies to the satisfaction of the authorizer.</li> </ul>	<i>Met.</i>	<i>Elem. I (p. 59)</i>
<b>Notes:</b>			

## Element J (10): Suspension and Expulsion Procedures



***“The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:***

***(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil’s side of the story.***

***(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:***

***(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil’s basic rights.***

***(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.***

***(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil’s parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil’s educational rights holder, and shall inform the pupil, the pupil’s parent or guardian, or the pupil’s educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil’s parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, ‘involuntarily removed’ includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).” (Education Code § 47605 subd. (c)(5)(J).)<sup>12</sup>***

<sup>12</sup> Neill, P. (2019). Student Discipline Best Practices for Charter Schools to Employ. The National Center for Special Education for Charter Schools.

Discipline Procedures for Students in Charter Schools, FAQs, June 2014. California Charter Schools Association. Safal Partners: Kim, S. (2016). Charter School Discipline Toolkit: A Toolkit for Charter School Leaders. (Note: this is previous NCSRC resource.)

## The Petition Describes, At Minimum

Criteria	Indicators (Compliance, Quality, or Assurance)	Met/Did Not Meet Evaluation Standard	Page
<p>1. <b>The school's student discipline philosophy</b> and approach to developing and maintaining a positive school climate and strategies for preventing and mitigating the need for disciplinary measures.</p>	<p>Evidence of Compliance</p> <ul style="list-style-type: none"> <li>Includes a written student discipline policy that incorporates a student code of conduct and due process safeguards.</li> <li>The student code of conduct clearly defines student behavior infractions and provides a tiered system of related consequences.</li> </ul> <p><u>Quality Indicators</u></p> <ul style="list-style-type: none"> <li>Describes the school's discipline philosophy and how it aligns with the school's mission and professional development.</li> <li>Addresses positive behavior support, tiered behavior interventions, and alternatives to suspension.</li> <li>Addresses how the school will involve the school community (i.e., parents, families, teachers, and staff) in developing the school's discipline procedures.</li> <li>Specifies when the school will engage parents/families in the discipline process, and maintains discipline documentation materials and communications with the student's parent/guardian.</li> </ul>	<p><i>Met.</i></p>	<p><i>Elem J (pp. 61-62)</i></p>
<p>2. <b>All offenses for which students must be suspended (i.e., non-discretionary suspension), may be suspended (i.e., discretionary suspension), and when in-school vs. out-of-school suspension will be used.</b></p>	<p><u>Evidence of Compliance</u></p> <ul style="list-style-type: none"> <li>Provides list of offenses for all three categories of suspension.</li> <li>If these lists of offenses are not aligned with the lists of offenses set forth in Education Code § 48900, explains the rationale for the difference(s) and how the lists provide adequate safety for students, staff, and visitors to the school and serve the best interests of students.</li> </ul>	<p><i>Met.</i></p>	<p><i>Elem J (pp. 62-71)</i></p>
<p>3. <b>A process for suspensions, including:</b></p> <ol style="list-style-type: none"> <li><b>oral or written notice of the charges against the pupil;</b></li> </ol>	<p><u>Evidence of Compliance</u></p> <ul style="list-style-type: none"> <li>Establishes a clear and lawful process for conducting disciplinary hearings.</li> <li>Describes a process that addresses all three components.</li> </ul>	<p><i>Met.</i></p>	<p><i>Elem J (pp. 72-74)</i></p>

Criteria	Indicators (Compliance, Quality, or Assurance)	Met/Did Not Meet Evaluation Standard	Page
<p>b. if the pupil denies the charges, an explanation of the evidence that supports the charges; and</p> <p>c. how an opportunity will be provided for the pupil to present his/her rebuttal to the charges.</p>	<ul style="list-style-type: none"> <li>Requires written communication to the student’s parent/guardian after disciplinary hearings that specifies the consequences.</li> </ul>		
<p>4. All offenses for which students must be expelled (i.e., non-discretionary expulsion), may be expelled (i.e., discretionary expulsion), and when in-school vs. out-of-school expulsion will be used.</p>	<p><u>Evidence of Compliance</u></p> <ul style="list-style-type: none"> <li>Provides list of offenses for all three categories of suspension.</li> <li>If these lists of offenses are not aligned with the lists of offenses set forth in Education Code § 48900, explains the rationale for the difference(s) and how the lists provide adequate safety for students, staff, and visitors to the school and serve the best interests of students.</li> </ul>	Met.	Elem J (pp. 71-72)
<p>5. A process for expulsions, including:</p> <p>a. timely, written notice of the charges against the pupil and an explanation of the pupil’s basic rights; and</p> <p>b. a process of hearing adjudicated by a neutral officer within a reasonable number of days, and at which the pupil has the right to bring legal counsel or an advocate.</p>	<p><u>Evidence of Compliance</u></p> <ul style="list-style-type: none"> <li>Establishes a clear and lawful process for conducting disciplinary hearings.</li> <li>Describes a process that addresses these components.</li> <li>Requires written communication to the student’s parent/guardian after disciplinary hearings that specifies the consequences.</li> </ul>	Met.	Elem J (pp. 74-79)
<p>6. A clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice and that ensures the written notice shall be in the native language of</p>	<p><u>Assurance</u></p> <ul style="list-style-type: none"> <li>No pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice and that ensures the written notice shall be in the native language of the pupil or the pupil’s parent or guardian. There will be a hearing adjudicated by a neutral officer within a reasonable number of days at which the student has a fair opportunity to present testimony, evidence, and witnesses</li> </ul>	Met.	Elem J (p. 60, 62)

Criteria	Indicators (Compliance, Quality, or Assurance)	Met/Did Not Meet Evaluation Standard	Page
<p>the pupil or the pupil's parent or guardian.</p>	<p>and confront and cross-examine adverse witnesses, and at which the student has the right to bring legal counsel or an advocate.</p>		
<p>7. Understanding of relevant laws protecting constitutional rights of students.</p>	<p><u>Assurance</u></p> <ul style="list-style-type: none"> <li>All suspension and expulsion procedures will comply with the provisions in (Education Code § 47605(c)(5)(J) listed above.</li> </ul> <p><u>Evidence of Compliance</u></p> <ul style="list-style-type: none"> <li>Provides for due process for all students.</li> <li>Demonstrates understanding of the rights of students with disabilities in regard to suspension, expulsion and involuntary dismissal.</li> </ul>	<p>Met.</p>	<p>Elem J (pp. 60-62)</p>
<p><b>Notes:</b></p>			

## Element K (11): Employee Retirement Systems



**“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” (Education Code § 47605 subd. (c)(5)(K).)**

The Petition Describes, At Minimum

Criteria	Indicators (Compliance, Quality, or Assurance)	Met/Did Not Meet Evaluation Standard	Page
1. A statement of what retirement options will be offered to employees: a. STRS (if STRS, then all teachers must participate); b. PERS; or c. Social Security.	<u>Evidence of Compliance</u> <ul style="list-style-type: none"> <li>Identifies the retirement options that will be provided.</li> <li>States whether retirement will be offered with language clearly reflecting one of the following choices for each retirement system:                             <ul style="list-style-type: none"> <li>coverage will be offered to eligible employees;</li> <li>the charter school retains the option to elect the coverage at a future date; and</li> <li>the charter school will not offer coverage.</li> </ul> </li> </ul>	Met.	Elem. K (p. 83)
2. Position responsible for ensuring that the appropriate arrangements for coverage have been made.	<u>Evidence of Compliance</u> <ul style="list-style-type: none"> <li>Provides the title of the position.</li> </ul>	Not Met.	
<b>Notes:</b>			



## Element M (13): Rights of District Employees



***“The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” (Education Code § 47605 subd. (c)(5)(M).)***

### The Petition Describes, At Minimum

Criteria	Indicators (Compliance, Quality, or Assurance)	Met/Did Not Meet Evaluation Standard	Page
<p>1. How the charter school will follow the district’s policy for employees’ right of return, including:</p> <ul style="list-style-type: none"> <li>- Whether, and how staff may resume employment within the district or authorizer;</li> <li>- Whether staff will continue to earn service credit (tenure) in district while employed at charter.</li> </ul>	<p><u>Evidence of Compliance</u></p> <ul style="list-style-type: none"> <li>• Petition addresses all three criteria.</li> </ul>	Met.	Elem. M (p. 85)
<p>2. States whether collective bargaining contracts of charter authorizer will be a controlling document.</p>	<p><u>Evidence of Compliance</u></p> <ul style="list-style-type: none"> <li>• Petition explains whether collective bargaining contracts of charter authorizer will be a controlling document.</li> </ul>	Met.	Elem. M (p. 85)
<p><b>Notes:</b></p>			

## Element N (14): Dispute Resolution Procedures



***“The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to provisions of the charter.” (Education Code § 47605 subd. (c)(5)(N).)***

### The Petition Describes, At Minimum

Criteria	Indicators (Compliance, Quality, or Assurance)	Met/Did Not Meet Evaluation Standard	Page
1. The process by which charter will resolve internal complaints and disputes	<p><u>Evidence of Compliance</u></p> <ul style="list-style-type: none"> <li>The petition describes the process of resolving internal complaints and disputes.</li> <li>The petition includes Uniform Complaint procedures and description of how this process is communicated to parents, staff, and the community.</li> </ul>	Met.	Elem. N (p. 86)
2. Acknowledgement that except those disputes between the chartering authority and the charter school, all disputes involving the charter school shall be resolved by the charter school according to the charter school’s own internal policies	<p><u>Assurance</u></p> <ul style="list-style-type: none"> <li>Except those disputes between the chartering authority and the charter school, all disputes involving the charter school shall be resolved by the charter school according to the charter school’s own internal policies.</li> </ul>	Met.	Elem. N (p. 86)
3. Statement that if any such dispute concerns facts or circumstances that may be cause for revocation of the charter, the authorizer shall not be obligated by the terms of the dispute resolution process as a precondition to revocation.	<p><u>Assurance</u></p> <ul style="list-style-type: none"> <li>If any such dispute concerns facts or circumstances that may be cause for revocation of the charter, the authorizer shall not be obligated by the terms of the dispute resolution process as a precondition to revocation.</li> </ul>	Met.	Elem. N (p. 86)
<b>Notes</b>			



## Element O (15): Closure Procedures

***“The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” (Education Code § 47605 subd. (c)(5)(O).)***

### The Petition Describes, At Minimum

Criteria	Indicators (Compliance, Quality, or Assurance)	Met/Did Not Meet Evaluation Standard	Page
1. The procedures to be used if the charter school closes.	<p><u>Evidence of Compliance</u></p> <ul style="list-style-type: none"> <li>All petitions should include the following: <ul style="list-style-type: none"> <li>The maintenance plan for pupil records and the manner in which parents/guardians may obtain copies of pupil records if the charter school closes, including how information will be preserved and transferred.</li> <li>A process for ensuring a final audit of the charter school, including the following: <ul style="list-style-type: none"> <li>the disposition of the charter school’s assets,</li> <li>plans for disposing net assets, and</li> <li>the transfer and maintenance of personnel records in accordance with applicable law.</li> </ul> </li> </ul> </li> </ul>	Met.	Elem. O (p. 87-88)
2. The maintenance plan for pupil records and the manner in which parents/guardians may obtain copies of pupil records if the charter school closes, including how information will be preserved and transferred.	<p><u>Evidence of Compliance</u></p> <ul style="list-style-type: none"> <li>The petition includes the maintenance plan for pupil records, the manner in which parents/guardians may obtain copies of pupil records if the charter school closes, and how information will be preserved and transferred.</li> </ul>	Met.	Elem. O (p. 87-88)

Criteria	Indicators (Compliance, Quality, or Assurance)	Met/Did Not Meet Evaluation Standard	Page
<p>3. A process of how charter will ensure a final audit of the charter school, including:</p> <ul style="list-style-type: none"> <li>• the disposition of the charter school's assets</li> <li>• plans for disposing net assets</li> <li>• The transfer and maintenance of personnel records in accordance with applicable law</li> </ul>	<p><u>Evidence of Compliance</u></p> <ul style="list-style-type: none"> <li>• The petition describes how it will ensure a final audit and addresses all three criteria.</li> </ul>	<p><i>Met.</i></p>	<p><i>Elem. O (p. 87-88)</i></p>
<p>4. An assurance the audit will be conducted within six months of closure.</p>	<p><u>Assurance</u></p> <ul style="list-style-type: none"> <li>• The audit will be conducted within six months of closure.</li> </ul>	<p><i>Met.</i></p>	<p><i>Elem. O (p. 87-88)</i></p>
<p><b>Notes</b></p>			

Using the information garnered in this rubric, District staff are now ready to evaluate the petition and whether it meets statutory requirements for approval. See the “Overview of Initial Petition Review” and the “Findings of Fact” document for guidance on the legal standards for approval and denial.