Summary of Findings and Staff Report: ~~Winship Community~~Feather River Charter School

~~January 21, 2021~~February 11, 2021

Introduction

The Winship-Robbins Elementary School District (W-RESD) Superintendent/Principal and Winship-Robbins Elementary School District Charter Review Committee (W-RESDCRC) has conducted a review of the ~~Winship Community~~Feather River Charter School (~~WCS~~FRCS) charter request for renewal. The W-RESD Charter School Review Committee was composed of the following staff members: Ashley Aller, Chris Bailey and Cindy Friday.

The W-RESD Charter Review Committee conducted a thorough review and analysis of the educational, operational, and financial information contained in the charter renewal. Pursuant to AB 1505, which amended Education Code 47607 and 47607.2 and applies to renewals after July 1, 2020, the W-RESD Charter Review Committee used a three-criteria system to evaluate ~~Winship Community's~~Feather River Charter School's renewal petition. The evaluation consisted of an analysis of Feather River Charter School's ~~Winship Community's~~ performance, a review of the elements of a reasonably comprehensive petition, followed with a fiscal review and analysis of Feather River Charter School's ~~Winship Community's~~ ability to serve all students.

On December 23, 2020, Feather River Charter School~~Winship Community School~~ submitted its charter renewal petition to the Winship-Robbins Elementary School District. On February 10, 2021~~,~~ the District's Governing Board held a public hearing to consider the level of support for the Renewal Petition. In attendance from both charter schools were Darcy Belleza-Deputy Director, Kulpreet Pummay- Data Analyst, Allie Suydam- Assistant Director- Professional Development & Instruction, Marci Boyd- Regional Coordinator, Dr. Amanda Johnson- Director of Special Education, Jenell Sherman- Executive Director- Feather River Charter School, and Julie Haycock- Executive Director- Winship Community School. A joint presentation was given by ~~The charter school's Executive Director, J~~enell Sherman~~ulie Haycock~~ and Julie Haycock they ~~-~~presented a PowerPoint on both ~~t~~he ~~C~~charter ~~sS~~chool's overall performance and programs highlighting changes that have occurred since the first petitions were written. ~~The governor board heard from Dawn Carl, W-RESD Superintendent on her review and the W-RESDCRC review and findings.~~ Discussion followed with board members congratulating the charter schools on all the changes made to improve student academic achievement as well as all areas of operations. Jenell was asked to describe what has been the biggest challenges since she began with the charters. She discussed how there was so much to learn as under the original petitioners, the directors were not allowed to determine what was best for each

school. Throughout these last few years they have learned a lot and been able to bring in experts in the various areas of operations to ensure compliance and to build instructional programs that best meet the needs for the students and communities they serve. She shared that now that each school is separate from Inspire or any other school they have control of the daily operations as well as the big picture of what is needed to provide quality education in a home school and independent study environment. The governing board heard from Dawn Carl, W-RESD Superintendent on her review and the W-RESDCRC review and findings. Superintendent Carl shared the criteria for charter school renewals to include AB 1505 criteria. She explained the timeline and how the staff review process was going. In this explanation it was explained that the committee reviews both petitions, analyzes compliance to the criteria and identifies themes to include in the staff report. The District anticipates holding its second public hearing on March 10. Following the public hearing, ~~at which time~~ the governing board will either grant or deny the charter. This Staff Report and Proposed Findings of Fact ~~are~~ were published at least 15 days prior to that hearing and anticipated action.

Background

In February 2016, the Winship-Robbins Elementary School District approved the Charter School's charter for a term of five years, beginning on July 1, 2016 and expiring July 1, 2021~~2~~. According to the Renewal Petition, since opening in July of ~~1980~~2016, Feather River Charter School~~Winship Community School~~, an independent student program ~~which also offers classroom-based instruction and~~ authorized to serve grades TK-12~~8~~, has provided a dynamic and innovative educational opportunity for families interested in homeschooling their students in Sutter County and adjacent counties.

The charter school's collective beliefs outlined in the renewal petition are:

- It takes a village- students, parents, staff, and the wider community- to educate a child. We work together with respect, love and compassion.
- Children need to be inspired to express, explore, and create in order to become lifelong learners, critical thinkers, and productive citizens in the global society.
- We recognize and value diversity in order to prepare our students to collaborate and solve real-world problems that create a sustainable environment.
- We do whatever it takes to assure success for all students.
- We believe that everyone- students and adults- can learn at high levels and we therefore hold high expectations for ourselves and the students we serve.

FR~~W~~CS believes that all students are capable of learning and should be respectful of others in the learning process. In addition, FR~~W~~CS accepts that every person has something to contribute to society as a whole. Therefore, respect and collaboration are at the center of our educational philosophy. All students are expected to do their best to learn all they can to improve themselves while also supporting others by working collaboratively and with mutual respect.

Feather River Charter School's ~~Winship Community Schools'~~ Core strategies include:

- High Quality, Standards-Based Instruction: We will ensure the highest level of academic achievement for all students through the use of guaranteed, viable curriculum and instructional

strategies.

- Build a Culture of Trust, Collaboration, and Success: We will create a safe learning environment for all stakeholders-students, parents, staff, Board, and surrounding community.
- Expand Student Learning Opportunities: We will maximize resources, understand our diversity, accelerate and enrich student learning.
- Fiscal Development and Sustainability: We will increase community involvement in effectively and efficiently utilizing all funding to fulfill our mission.

FRCS offers a homeschool program that offers flexibility to families to ensure students are able to learn in an individualized learning style. Some of these students may have experienced a lack of success in traditional school settings, medical issues, mental health difficulties, homelessness and foster youth. Collaboration with fellow homeschooling families are some of the reasons families choose FRCS. High school students find schedule flexibility, athletic advancement, variety of instructional modalities, and concurrent enrollment in community college classes.

Feather River Charter School students are educated in a homeschool model with a high value on personalized learning. A FRCS student, with the parent learning coach and credentialed teacher, creates a team who designs a learning path that best suits the student. FRCS students have a wide selection of curriculum to choose from, enrichment classes to support learning and can also access a variety of virtual academy classes available.

WSC works to provide the opportunity for each child to succeed by partnering with parents and staff to create a personalized, enriching and academically rigorous learning plan, providing one-on-one and small group attention from credentialed teachers, and a flexible schedule that better meets the academic and personal needs of each student. WCS is a model program that places a large emphasis on family and community engagement, meaningful relationships, and social-emotional literacy as a basis for academic growth and life-long learning.

FRWCS's Board of Directors, Administration Team, Educational Consultants and Partnerships have provided a roadmap, reshaping the FRWCS program. Under the direction of the current administration team with diligent oversight from the Board of Directors, the school continues its mission and vision for hope and transformation, particularly for the diverse and underachieving/at-risk communities of the counties we serve.

Summary of Recommendation and Grounds for Renewal Petition

This report sets forth findings based on the authorizing district, Winship-Robbins Elementary School District's review of the Renewal Petition by district staff and legal counsel and is published per Education Code section 47605, subdivision (b).

> **Finding 1: The Charter School presents a sound educational program for pupils to be enrolled in the Charter School.**
>
> **Finding 2: The Petitioners are likely to successfully implement the program set forth in the Renewal Petition.**

Finding 3: The Renewal Petition contains reasonably comprehensive descriptions of required elements.

Finding 4: The Renewal Petition contains a declaration of whether or not the Charter School is deemed the exclusive employer of the employees of the Charter School for purposes of the Educational Employee Rights Act.

Finding 5: The Renewal Petition contains the affirmations required by Education Code Section 47605(e).

Finding 46: The Renewal Petition contains Dashboard data demonstrating that the Charter School's school-wide and subgroup performance are improving.

Finding 57: The Renewal Petition contains verified data evidencing measurable increases in the Charter School's academic achievement.

Finding 68: The Charter School is in overall satisfactory fiscal and governance health.

Based on Findings 1-68, the Winship-Robbins Elementary School District (W-RESD) Superintendent/Principal and Winship-Robbins Elementary School District Charter Review Committee (W-RESDCRC) recommends that the Governing Board approve the Renewal Petition for the July 1, 2021 – June 30, 2026 term.

Renewal Criterion

The Charter Schools Act of 1992 governs the creation of charter schools in the State of California. Renewal petitions are governed by the standards and criteria described in Education Codes section 47605 applicable to new petitions. Additionally, Education Code sections 47607 and 47607.2 outline additional criteria applicable to renewal petitions.

The criteria for charter school renewal changed substantially under AB 1505. Previously, the renewal criteria in Education Code 47607 was based on the Academic Performance "API", where schools' renewal depended on demonstrating sufficient performance on API-based state or similar schools ranks, growth targets or performance equal to schools that students would otherwise attend. AB 1505 amended Education. Code. section 47607 and added new Education. Code. section 47607.2 which will applyapplies to renewals after July 1, 2020. Charter school renewals in California will are now be guided by a 3- track renewal system, based on a school's academic performance on the California School Dashboard. The California Department of Education ("CDE") classifies charter schools as high, middle, or low performing.

 Key highlights include:
- **California School Dashboard focus**. Renewal criteria are now aligned with the California School Dashboard and consider a broader range of school performance indicators than previous renewal criteria, schoolwide and for subgroups.
- **More holistic review of academic performance.** In addition to state tests in ELA and Math, criteria now include college/career preparedness and English learner progress.
- **Rewards achievement gap-closing schools.** Schools meeting the state average status for academic performance schoolwide and beating the subgroup average with their historically disadvantaged subgroups qualify for High Track renewal (see below).

- **A new "second look" construct.** The construct allows schools and authorizers, in certain instances, to consider alternative, robust measures of achievement growth and postsecondary success as evidence to support charter renewal ~~(sunsets 2026)~~.
- **3 Track Renewal**:
  - **High ~~Track~~Performing: a streamlined and potentially longer (5-7 year) renewal term** for charter schools demonstrating strong performance across all Dashboard indicators and for schools closing the achievement gap for historically disadvantaged subgroups.
  - **Middle ~~Track~~Performing**: ~~places greater weight on academic performance,~~ ~~allows for 2nd look (sunsets 2026) if school performance on California Dashboard state and local indicators does not demonstrate clear case for renewal.~~ These schools may be renewed for a 5-year term, after considering a number of academic performance and other factors as outlined in statute.
  - **Low ~~Track~~Performing: presumptive non-renewal** for underperforming schools, ~~allows for 2nd look (sunsets 2026).~~. ~~If~~ At an authorizer's discretion, it may make certain findings granting a limited approval term to low-performing charters. If approved, these schools are renewed only for a 2-year term.
- ~~**Additional guardrails to ensure fair and robust renewal determinations.** The high track and low track use parallel criteria and contain guardrails to ensure schools are fairly reviewed when considering expedited renewal or presumptive non-renewal.~~
- **Substantial fiscal, governance, and student admissions** issues are allowable as a basis for non-renewal, ~~but only if the authorizer has provided appropriate notice and opportunity to cure the violation, including a corrective action plan proposed by the charter school~~after compliance with certain notice and other criteria as outlined in statute.
- ~~**DASS Schools** will be evaluated on CA Dashboard indicators as well as "alternative metrics" mutually determined by the charter and authorizer.~~

~~(Appendix 2 contains a table of Education Code)~~

Finding's 1 & 2: The Charter School presents a sound educational program for pupils to be enrolled in the Charter School. The Petitioners are likely to successfully implement the program set forth in the Renewal Petition.

FR~~W~~CS is designed to meet the needs of many different types of students:

- Homeschooled students who want to earn an accredited high school diploma
- Students needing the flexibility to spend more time on learning content not available in the traditional classroom-based setting
- Students who are able to learn at an accelerated pace
- Students needing to make up credits to either complete grade levels or to graduate on time
- Students who are training for professional sports or pursuing the acting profession and need a more flexible schedule
- Students with scheduling conflicts due to family obligations or illness
- Students who need a safe learning environment that fosters healthy emotional and physical well-being after experiencing social aggression.

To support its students, the Charter School has developed an educational program that sufficiently meets the needs of their students and measures academic achievement through curriculum-embedded assessments, STAR benchmark assessments and the state CAASPP assessment system.

FR~W~CS ~is dedicated to providing students and families with a personalized learning opportunity to meet each student's unique needs.~ uses a proficiency-based learning model through the following instructional pathways:

~As stated in the Charter petition, WCS provides the following instructional pathways as options for students to have a truly personalized education:~

- Online pathway (TK-12~8~)
- Textbook pathway (TK-12~8~)
- Custom-designed pathway (TK-12~8~)

The online pathway gives students flexibility as well as structured support through a 100% web-based curriculum, such as Edgenuity. The online platforms combine direct-instruction content, rigorous assignments, assessments, and progress tracking tools to ensure students achieve subject area mastery.

The textbook pathway utilizes a conventional textbook package, such as McGrw-Hill, in which course readings and assignments can be completed almost completely offline. Students in high school can opt to complete their coursework in packets.

The custom-designed pathway is a customizable learning program that allows families to choose curriculum and classes that fit their specific needs and interests. Families who wish to design and create a custom learning plan work with their teacher and curriculum coaches to use various combinations of online and textbook material, vendor classes, and special projects and experiences aligned with FR~C~CSS checklists to verify course completion.

FR~W~CS uses several online learning platforms to meet the diverse needs of their students such as Odysseyware, Time4Learning, K12/Fuel Education, McGraw-Hill, and Edgenuity.

For students in grades 9th-12th, FRCS's graduation pathways allow students to choose courses based on academic, career, and personal interests. The graduation requirements help students prepare to enter the workforce, attend community college, attend CSU/UC or enter military service directly after high school.

~As part of WCS educational program there is a variety of support built into their educational program that includes personal support ranging from 4 hours a week to the intense of 30-35 hours per week. WCS program structure is detailed in their petition and meets the needs of their students.~ Credentialed teachers will meet with students, parent/learning coach at least every 20 school days for learning record meetings, as required in each student's Master Agreement.

As part of the Charter Renewal Petition the Charter includes a plan for students who are performing academically at or above grade level as identified by FRCS teachers, through ongoing progress, attendance reports, placement tests, course test, standardized tests, and parent and teacher observation. Additionally,

there are opportunities for students to take accelerated courses, work on project-based learning assignments and participate in the National Junior Honor Society and National Honor Society.

FRCS will meet all applicable legal requirements for English Learners including long-term English Learners or English Learners at risk of being long-term English Learners. , FRCS has a~~a~~ plan for English Learners that includes additional instruction, EL supports through training focused on ELD for teachers, translation of school documents and meetings for parents, online resources for learning live online ELD, and EL designees with support team. The ELPAC will be given to students who indicate their home language is other than English to determine their English level proficiency. , FRCS has established reclassification procedures that utilize multiple criteria in determining whether to classify a student as proficient in English. EL students will receive additional ELD assistance from teachers. The support will be centered on Specially Designed Academic Instruction in English (SDAIE) strategies applicable to an independent study context.

FRCS has a plan for serving and a plan for students with disabilities and shall comply with all applicable state and federal laws in serving students with disabilities, including but not limited to, Section 504 of the Rehabilitation Act (Section 504), the Americans with Disabilities Act (ADA) and the Individuals with Disabilities Education Improvement Act (IDEA). Feather River Charter School will admit all Special Education students who apply and will conduct a thirty (30) day IEP meeting to determine whether FRDC is the correct placement for a student's long-term success, and that independent study is authorized by the IEP. FRCS will continue to be a Local Education Agency (LEA) member of a Special Education Local Plan Area (SELPA) for purposes of providing special education and related services pursuant to Education Code Section 47641 (a). Currently, FRCS is a member of the El Dorado County Charter SELPA.~~.~~

Additionally, as part of the Renewal Petition, the Charter has included information on how they will monitor and evaluate for program effectiveness.

The Renewal Petition includes comprehensive descriptions in all areas described in Finding 3. The Charter School's current and anticipated enrollment is stable, the multi-year budget is consistent with program offerings and the Charter School has demonstrated a continual improvement model for all areas of operation including the educational program. Based upon previous feedback from the District, the Charter has continuously made modifications to all areas of operation.

The Charter School presents a sound educational program for pupils enrolled in the charter school and are likely to successfully implement the educational program.

Finding 3: The Renewal Petition contains reasonably comprehensive descriptions of required elements.

The Renewal Petition contains detailed and comprehensive descriptions of required elements in Education Code 47605, subdivision (c)~~(c)~~, as follows:

- Educational Program. As addressed in Finding 1, the Renewal Petition provides a reasonably comprehensive description of the Educational Program.
- Pupil Outcomes. As addressed in Findings 4 6 and 5 7, the Renewal Petition provides data of pupil outcomes and progress of academic achievement.
- Governance. The governance structure as provided in the Renewal Petition is sufficient and takes into account certain changes in the law since the original Charter Petition.

- Qualifications of School Employees. The Charter School employees meet the qualifications required under the Education Code and Renewal Petition takes into account certain changes in credentialing requirements since its last renewal.
- Health and Safety Plan. The Renewal Petition sufficiently includes policies and procedures related to health and safety including
  - that each employee of the Charter School furnish the Charter School with a criminal record summary
  - the development of a school safety plan and
  - that the school safety plan be reviewed and updated each year
- The Renewal Petition provides student demographics showing the Charter School has achieved and maintained a racial and ethnic balance that is reflective of the general population residing within the territorial jurisdiction of the District.
- Admission Requirements. The Renewal Petition sufficiently details enrollment and admission procedures.
- Financial Audits. The Renewal Petition sufficiently describes the process and procedure for annual, independent, financial duties of the Charter School's books and records, which employ generally accepted accounting principles.
- Suspension and Expulsion Procedures. The Renewal Petition sufficiently includes policies and procedures related to suspension and expulsion, which have been updated to take into account changes in the law since the initial petition.
- Employee Retirement Benefits. The Renewal Petition sufficiently describes the retirement benefits coverage for Charter School employees, and provides for employees of the Charter School to participate in the federal social security system and/or will have access to other school-sponsored retirement plans. The Charter School participates in STRS and federal social security for non-credentialed employees.
- Public School Attendance Alternatives. The Renewal Petition sufficiently provides assurance that any student enrolled in the Charter School does not have a right into admission into the District as a consequence of enrolling in the Charter School.
- Return Rights of Employees. The Renewal Petition sufficiently includes a description of employees' return rights. Specifically, the Renewal Petition states that no school District employee must be required to work at the Charter School, and that any school District employee that leaves District employment to work at the Charter School will not have automatic rights to return to the District.
- Dispute Resolution. The Renewal Petition sufficiently includes dispute resolution procedures where disputes arise relating to provision of the Charter.
- Closure Procedures. The Renewal Petition includes procedures to be used if the charter closes that 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.

Finding 4: The Renewal Petition contains a declaration of whether or not the Charter School is deemed the exclusive employer of the employees of the Charter School for purposes of the Educational Employee Rights Act.

The Petition meets this requirement.

Finding 5: The Renewal Petition contains the affirmations required by Education Code Section 47605(e).

The Petition meets this requirement. The Petition states that Feather River Charter School shall be deemed the exclusive public school employer for purposes of EERA.

Finding's 4 6 & 57: The Renewal Petition contains Dashboard data demonstrating that the Charter School's school-wide and subgroup performance are improving. The Renewal Petition contains verified data evidencing measurable increases in the Charter School's academic achievement.

The Charter School presents a sound educational program for pupils to be enrolled in the Charter School. The California Department of Education has identified the Charter School as a middle-performing school. ,Charter School meets the requirements for middle-performing schools and is eligible for charter renewal, as demonstrated below.

Education Code Section 47607.2(b) states: (1) For all charter schools for which [top tier and bottom tier] do not apply, the chartering authority shall consider the schoolwide performance and performance of all subgroups of pupils served by the charter school on the state indicators included in the [Dashboard] and the performance of the charter school on the local indicators included in the [Dashboard]. (2) The chartering authority shall provide greater weight to performance on measurements of academic performance in determining whether to grant a charter renewal. "Measurements of academic performance" are defined in statute as "statewide assessments in the California Assessment of Student Performance and Progress system, 14| Page or any successor system, the English Language Proficiency Assessments for California, or any successor system, and the college and career readiness indicator." (Education Code Section 47607(c)(3).)

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.

Two Year Comparison: Data represents different groups of students at different points in time.

Inspire Charter School- North now Feather River Charter School

Academic Performance Indicators	2019	2018
English Language Arts	Yellow- All students 46.527.6 points below standard Increased 21. 44.3 points 59 1,193 students	No colorYellow- All students 67.932.3 points below standard Increased 8.446.3 points 7136 students

Mathematics	~~Yellow~~Orange- All students ~~74.4~~85.9 points below standard ~~Increased 17.8~~Decline 4.1 points ~~59~~1,197 students	~~No color~~ Orange- All students ~~92.2~~82.3 points below standard ~~Increased 75~~Maintained 0.9 points 708~~36~~ students
English Learner Progress	~~56.3~~54.7% making progress towards English language proficiency Performance Level= ~~High~~Medium 64~~16~~ students	Level 4- ~~23.8~~47.4% Level 3- 25~~19~~% Level 2- 10.5~~9.5~~% Level 1- 17.1~~47.6~~%
Local Indicators		
Chronic Absenteeism	Blue- All students 0.3% chronically absent Maintained 0% 2,478 students~~All student Groups (Hispanic, SED, White)~~	Blue- All students ~~Groups~~ 0.3% chronically absent Decline 1.3% 1,657 students~~(Hispanic, SED, White)~~
Access to a Broader Course of Study	Met	Standard Not Met
Suspension Rate	Blue 0% suspended at least once Maintained 0% ~~125~~3,015 students (Hispanic, SED, White)	Blue 0% suspended at least once Maintained 0% 1,977 students~~Blue 125 students (Hispanic, SED, White)~~
Graduation Rate	Orange 90.3% graduated Declined 5.3% 103 students	No color 95% graduated Increased 21.7% 40 students
College/Career	Orange 19% prepared Maintained-1% 100 students	No color 20% prepared Increased 13.3% 40 students

Basics: Teachers, Instructional Materials, Facilities	Standard Met	Standard ~~Not~~ Met
Parent and Family Engagement	Standard Met	Standard ~~Not~~ Met
Local Climate Survey	Standard Met	Standard ~~Not~~ Met

CAASPP Data

The Charter School provided its CAASPP results for two years the 2018 and 2019, 2017 results were not available due to the charter school's results being embedded with the districts CAASPP results when reported by the state and there was no CAASPP testing for 2020 due to the pandemic.~~.~~

In ELA, 5~~9~~59% of the FR~~W~~CS students who took the test in 2018 + 2019 increased their Fractional Performance Level scores in ELA.

In Math, 47~~55~~% of the FR~~W~~CS students who took the test in 2019 + 2019 increased their Fractional Performance Level scores.

For both ELA and Math, WCS students in the 2018 + 2019 cohort grew more than one (1) grade-level, by increasing their Fractional Performance Level.

Furthermore, 36~~27~~% of those students ~~in Math~~ increased by 40% or more of a performance level.

Similar to the Fractional Performance Level scores, FR~~W~~CS students who took both the 2018 + 2019 tests increased their positive Distance from Standard in both ELA and ~~maintained grade-level growth in~~ Math.

Between 2018 and 2019, the SED socioeconomically disadvantaged student group increased its percent its students meeting standard, in both ELA and Math.

English Learner Assessment Results (ELPAC)

The percent of students scoring in Levels 3 + 4 for Oral and Written Language increased ~~significantly~~ between 2019 and 2020.

STAR Assessment Results

The Charter School uses STAR assessments as a locally determined assessment that students take three times a year in three benchmarks. The purpose of these benchmark assessments is to assess student's performance in the Common Core standards and learning goals for each benchmark.

Using multiple terms for three years, WCS shows steady progress and growth in reading and math.

Finding 8~~6~~: Charter School is in overall satisfactory fiscal and governance health.

The Charter School demonstrates it is in overall good fiscal health. The charter school has continued to improve its fiscal standing. The Charter School provides a monthly financial

presentation and meeting with the Charter School Executive Director and the W-RESD Superintendent. W-RESD Superintendent attends most board meetings. As to governance and operations, the Charter School has complied with and made appropriate modifications to its governance and operations as requested by the district. Accordingly, the Charter School demonstrates it is in overall good governance health.

RECOMMENDATION

Based on the forgoing, the District's recommendation is that the Governing Board approve the Charter School's Renewal Petition.

Appendix 1: Definitions

This appendix defines key concepts in the renewal criteria: "State Indicators," "Measurements of Academic Performance," "Underperforming Subgroups," and "State Average."

State Indicators: The following are all the California School Dashboard state indicators as of 2018-19: English Language Arts (ELA), Mathematics, College/Career Indicator (CCI), English Learner Progress Indicator (ELPI), Chronic Absenteeism, Suspension and Graduation Rate.

Measurements of Academic Performance: The following California School Dashboard state indicators are the academic indicators: English Language Arts (ELA), Mathematics, College/Career Indicator (CCI) and English Learner Progress Indicator (ELPI). (*Educ. C. section 47607(c)(3)*)

Underperforming Subgroups—for 2017-18 and 2018-19, the following groups meet the "underperforming subgroups" definition: **Pacific Islander, Hispanic, Socioeconomically Disadvantaged, English learners, American Indian, Homeless, African American, Foster Youth, and Students with Disabilities** (reasons described below)**.**

The Achievement Gap/Academic Indicators Path in the High and Low Tracks relies on a test of whether in each of the academic indicators, a majority of a school's historically underperforming student subgroups are beating/outperforming the state average for that subgroup in the last two years (as well as whether the school is at least meeting the state average on measurements of academic performance schoolwide). Which subgroups constitute these historically underperforming subgroups can vary by measure of academic performance and by year, depending on whether each subgroup performed above or below the state average for that academic measure in that year.

Educ. C. section 47607(c)(2)(A)(ii) (High Track) and *Educ. C. section 47607.2(a)(1)(B)* (Low Track) defines these historically underperforming subgroups as any subgroup "performing below the state average in each respective year," and *Educ. C. section 47607(c)(4)* clarifies that these subgroups include any numerically significant pupil subgroup as defined in *Educ. C. section 52052(a)(1).* That section enumerates ethnic subgroups, socioeconomically disadvantaged pupils, English learners, pupils with disabilities, foster youth and homeless youth. To be numerically significant, a subgroup requires at least 30 pupils (except for foster and homeless youth, which require at least 15 pupils).

State Average: To determine which subgroups constitute these historically underperforming subgroups, we have to first look at the statewide average for each of the academic performance indicators for the "all students" group as well as each of the subgroups to determine which subgroups would meet the threshold. Highlighted in pink below are all the subgroups that underperform the state average on that specific measurement of academic performance in 2017-18 and 2018-19. Subgroups highlighted in green meet or exceed the state average and thus would not be considered to be underperforming subgroups for this purpose. Only those highlighted in pink are eligible for comparison under the test in the Achievement Gap/Academic Indicators Path for the High and Low Tracks.

	Statewide Average by Student Group							
	2018-19				2017-18			
Indicator	ELA	Math	CCI	ELPI+	ELA	Math	CCI	ELPI+

Status Metric	DFS*	DFS*	% Prepared	% Progress	DFS*	DFS*	% Prepared	n/a
State Avg. (All Students)	-3	-33.5	44.1%	48.3%	-6	-36.4	42.2%	
Asian	+64.1	+59.8	74%		+62.4	+56.7	74.1%	
Filipino	+46.1	+18	64.5%		+44	+13.1	62.7%	
Two or More Races	+29.7	+2.5	49.7%		+28.6	+1.9	48.6%	
White	+30.1	+1.4	53.8%		+27.7	-1	52.2%	
Pacific Islander	-20	-49.8	33.5%		-21.3	-52	31.7%	
Hispanic	-27.1	-62.2	36.1%		-31.3	-65.8	33.8%	

Socioeconomically Disadvantaged	-30.5	-63.7	35.8%		-34.7	-67.4	33.7%	
English learners	-45.6	-68.6	16.8%	48.3%	-47.1	-69.9	14.5%	
American Indian	-34.6	-69.6	25.9%		-36.8	-73	25.2%	
Homeless	-47.2	-77.7	25.9%		-51	-81	24.3%	
African American	-48	-87.9	23.7%		-51.8	-91.5	21.1%	
Foster Youth	-72.2	-107.2	13.3%		-79.2	-111.4	10.4%	
Students with Disabilities	-88.3	-119.4	10.8%		-95.5	-125.3	9.2%	

*DFS= Distance from Standard on CAASPP

+ELPI was not included in the 2017-18 California School Dashboard but is included in 2018-19 Dashboard.

The table above establishes that, for the 2017-18 and 2018-19 school years, the following groups meet the definition of underperforming subgroups: Pacific Islander, Hispanic, Socioeconomically Disadvantaged, English learners, American Indian, Homeless, African American, Foster Youth, and Students with Disabilities. This also establishes that for the subgroup test, only the ELA, Math and CCI indicators are valid as ELPI only has one subgroup.

For the Achievement Gap/Academic Indicators Path for the High or Low Track, if a school serves enough of these students to constitute a numerically significant subgroup, the school would then compare its school subgroup's Dashboard status to the statewide average status for that subgroup.

For example, in 2018-19 the state average status for socioeconomically disadvantaged students in

ELA was -30.5. This school's socioeconomically disadvantaged subgroup's status was +53.2, outperforming the state average for that subgroup. So, the school is closing the achievement gap with this subgroup.
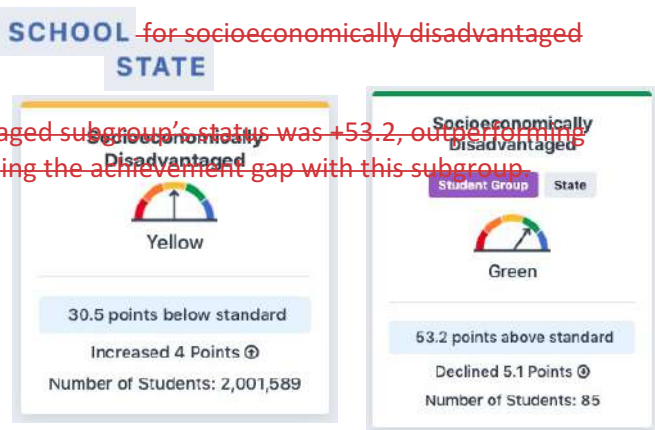
To determine whether a school meets the test for the Achievement Gap/Academic Indicators Path for the High or Low Track, for any of the underperforming subgroups for which it receives a color, a school will look at each underperforming subgroup's status and compare it to the state average status in ELA, Math, and CCI for that subgroup. If, for each academic indicator, a majority of its subgroup's statuses are higher than the state average status for that indicator and subgroup, then it meets that qualification in the High Track Achievement Gap-Closing test. (ELPI doesn't qualify for this test because the only subgroup that would qualify are English learners and their statewide performance is the same as the state average).

The state average statuses for 2017-18 and 2018-19 underperforming subgroups are shown in the table above. These can also be found in the state performance overview on the California School Dashboard, as shown below. While ELPI in the 2018-19 Dashboard state overview does not have a color, the ELPI has a status of 'medium' which will be treated as equivalent to "yellow" by the CDE, as is practice in other school accountability processes for the 2019-2020 school year.

Appendix 2: Education Code Table

RENEWALS	
47607 and 47607.2 (New)	Establishes three-tiered renewal criteria based on the state's accountability dashboard.
47607(c)(2)	High Track: charters shall be approved with streamlined renewal for 5 to 7 years, if for two years preceding the renewal: It meets the All Students/All State Indicators Path; or It meets the Achievement Gap/Academic Indicators Path; and Is not in differentiated assistance and doesn't also qualify for the Low Track
47607(c)(2)(A)(i)	High Track All Students/All State Indicators Path: Any school that receives a green or blue on all of their California School Dashboard state indicators in the 2 most recent consecutive years schoolwide (for the "all students" group on the Dashboard).
47607(c)(2)(A)(ii)	High Track Achievement Gap/Academic Indicators Path: The school must meet both a schoolwide metric as well as a minimum level of subgroup performance on measurements of academic performance
47607(c)(5)	Minimum number of indicators to qualify for High and Low Track: At least 2 schoolwide academic indicators for 2 years: For the All Students/All State Indicators Path in the High and Low Track, a school must have Dashboard colors ("performance levels") for the "all students" group on at least 2 measurements of academic performance per year in each of the 2 consecutive years immediately preceding the renewal decision. At least 2 subgroup academic indicators for 2 years: For the Achievement Gap/ Academic Indicators Path, a school must have Dashboard colors ("performance levels") on at least 2 measurements of academic performance for at least 2 subgroups. Educ. C. section 47607(c)(5)

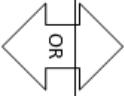| 47607(c)(6)	Use of most recent data underlying the Dashboard indicators: Charter schools may be submitting their renewal petitions for consideration by their authorizer in advance of the most recent year's Dashboard being publicly released, but the school may use the underlying data that makes up those Dashboard indicators if available and verifiable but
	not yet published on the Dashboard (such as CAASPP scores) as part of its renewal.
47607(c)(2)(A)(iii)	Schools in Differentiated Assistance do not qualify for the High Track
47607(c)(2)(A)(iv)	A school can't be in both High and Low Tracks at the same time.
47607(c)(3)	Measurements of Academic Performance: are the following California School Dashboard state indicators: English Language Arts (ELA), Mathematics, College/Career Indicator (CCI)
	and English Learner Progress Indicator (ELPI).
47607(c)(4) & 47607(c)(2)(A)(ii) for the High Track & 47607.2(a)(1)(B) for the Low Track	Defines historically disadvantaged subgroups ("underperforming subgroups") as any subgroup "performing below the state average in each respective year," and Educ. C. section 47607(c)(4) clarifies that these subgroups include any numerically significant pupil subgroup as defined in Educ. C. section 52052(a)(1).
47607.2(a)	Low Track: Low performing schools shall not be approved if for two years preceding the renewal:
	Has received the two lowest levels schoolwide for all state indicators it has, or
	Is at or below the statewide average for all academic state indicators school wide, and is below the average for a majority of underperforming subgroups, unless,
	In order to approve, a "second look" is allowed for two renewal terms only through
	June 30, 2025:
	The authorizer finds the charter is addressing the factors of low performance, and
	The school provides verifiable data from an externally validated nationally recognized source that the school has made sufficient gains or has strong postsecondary outcomes.

	If approved, only for two-year term.
47607.2(a)(1)(A)	Low Track All Students/All State Indicators Path: Any school that receives an orange or red on all of their California School Dashboard state indicators in the 2 most recent consecutive years schoolwide (for the "all students" group on the Dashboard).
47607.2(a)(1)(B)	Low Track Achievement Gap/Academic Indicators Path: The school must meet both a schoolwide metric as well as a minimum level of subgroup performance on measurements of academic performance
47607.2(a)(3)(A)	To renew a school under the Low Track, the authorizer must make written factual findings citing evidence based in one of the evaluation questions that the school is both Taking "meaningful steps to address the underlying cause or causes of low performance." Those steps must be reflected or will be reflected in a written plan adopted by the governing body of the charter school,), and
47607.2(a)(3)(B)	There is clear and convincing data that the school achieved measurable increases in academic achievement, as defined by at least on year's progress for each year in school, or strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers, and that clear and convincing data is substantiated by verified data, as defined in Educ. C. section 47607.2(c)
47607.2(a)(4)	Verified data shall only be considered by the authorizer in the Low Track for schools that were operating on or before June 30, 2020, and only for the charter school's next two subsequent renewals

47607.2(b)	Middle Track: For all others, the vast majority of charter schools, the authorizer must consider the school's performance on state and local indicators school-wide and by subgroups, providing greater weight to academic indicators.
	Until Jan 1, 2026 only, (but not to exceed two renewals) the authorizer shall also consider verifiable data from an externally validated nationally recognized source that the school has made sufficient gains or has strong postsecondary outcomes.
	Authorizer may only deny if it finds the charter failed to meet or make sufficient progress and that closure is in the best interest of the pupils.
	Renewal shall be for 5 years.
47607.2(b)(2)	In considering renewal in the Middle Track, the authorizer shall place greater weight on the
	measurements of academic performance (as defined in in *Educ. C. section 47607(c)(3)).*
47607.2(b)(3), (4), & (5)	For the next two renewals until January 1, 2026 only, a second look process to allow for alternative data: Particularly important for schools whose academic performance measures on the California School Dashboard are mixed, the Middle Track renewal criteria allow schools to present, and requires authorizers to consider, alternative data that provides clear and convincing evidence that students are growing in their academic
	achievement and/or are achieving strong postsecondary outcomes compared to similar
	peers. The criteria governing the second look process are described in more detail in Educ.
	C. section47607.2(c).
46707.2(b)(6)	Authorizer may only deny renewal if it finds the charter failed to meet or make sufficient progress, that closure is in the best interest of the pupils, and that its decision provided
	greater weight to performance on measurements of academic performance.
47607.2(b)(7)	Middle Track Renewal term: A charter that qualifies for this track shall be renewed for 5
	years.

47607.2(c)	Verified data to be used in the second look process include:
	Data from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced, including measures of postsecondary outcomes.
	By January 1, 2021 the State Board of Education shall establish criteria to define
	"verified data" and identify an approved list of valid and reliable assessments.
	Thereafter, only these approved data sources can be used for this second look process.
	Until the State Board establishes criteria and an approved list, renewing charter schools may present to their authorizer data consistent with the parameters of this code section
	for "verified data."
47607(c)(7)	Provides exemption and local process for alternative (DASS) schools.
47607(d)	Establishes specific process to evaluate whether a charter is discriminating in enrollment or dismissal and allows nonrenewal if the charter has violated those requirements or has substantial fiscal or governance issues.
	Requires opportunity to cure but can deny in cure was unsuccessful or violation so severe a
	cure is unviable.
47607(e)	Authorizer may deny renewal upon finding that the school is demonstrably unlikely to successfully implement the program set forth in the petition due to a substantial fiscal or governance factors or is not serving all pupils who wish to attend, as document in 47607(d). Authorizer may deny renewal only after it has provided at least 30 days' notice and a reasonable opportunity to cure the violation. Authorizer may only deny renewal after making finding that either the corrective action has been unsuccessful, or the
	violations are sufficiently severe and pervasive as to render a corrective action plan unviable.
47607.5	Retains appeal of nonrenewal under revised appeal process noted above.

Renewal Criteria Overview Table

DATA EVALUATION PERIOD: 2 YEARS OF DASHBOARD DATA PRECEDING RENEWAL

	HIGH TRACK	MIDDLE TRACK	LOW TRACK
ALL STUDENTS	**QUALIFYING CRITERIA:** HAS 2+ STATE INDICATORS SCHOOLWIDE ACROSS 2 YEARS		**QUALIFYING CRITERIA:** HAS 2+ STATE INDICATORS SCHOOLWIDE ACROSS 2 YEARS
SCHOOLWIDE	**EVALUATION CRITERIA:** SCHOOLWIDE MUST BE BLUES/GREENS ON ALL STATE INDICATORS		**EVALUATION CRITERIA:** SCHOOLWIDE MUST BE ORANGE/RED ON ALL STATE INDICATORS
OR		PERFORMANCE ON ALL STATE AND LOCAL INDICATORS, FOR ALL SUBGROUPS AND SCHOOLWIDE SHALL BE CONSIDERED WITH HEAVIER WEIGHT ON ACADEMIC INDICATORS	
ACHIEVEMENT GAP SCHOOLWIDE & UNDERPERFORMING SUBGROUPS	**QUALIFYING CRITERIA:** HAS 2+ ACADEMIC INDICATORS ACROSS 2 YEARS FOR AT LEAST 2 SUBGROUPS **EVALUATION CRITERIA:** SCHOOLWIDE STATUS MUST BE SAME OR HIGHER THAN STATE AVERAGE STATUS ON ACADEMIC INDICATORS & ACROSS A MAJORITY OF ACADEMIC INDIACTORS, UNDERPERFORMING SUBGROUPS HAVE A HIGHER STATUS THAN THE STATE AVERAGE STATUS FOR THAT SUBGROUP ON THAT INDICATOR		**QUALIFYING CRITERIA:** HAS 2+ ACADEMIC INDICATORS ACROSS 2 YEARS FOR AT LEAST 2 SUBGROUPS **EVALUATION CRITERIA:** SCHOOLWIDE STATUS MUST BE SAME OR LOWER THAN STATE AVERAGE STATUS ON ACADEMIC INDICATORS & ACROSS A MAJORITY OF ACADEMIC INDIACTORS, UNDERPERFORMING SUBGROUPS HAVE A LOWER STATUS ON THAN THE STATE AVERAGE STATUS FOR THAT SUBGROUP ON THAT INDICATOR
OTHER FACTORS	CANNOT BE IN DIFFERENTIATED ASSISTANCE		SECOND LOOK ELIGIBLE: SCHOOLS MUST PROVIDE VERIFIED DATA TO SHOW SUCCESS ON ACADEMIC ACHIEVEMENT OR POSTSECONDARY OUTCOMES IF EVIDENCE IS NOT PROVIDED VIA ACADEMIC INDICATORS FOR SCHOOLWIDE & SUBGROUPS

**This table does not include the impact of fiscal, governance or student admission policies on renewal

SCHOOLWIDE = ALL STUDENTS GROUP
UNDERPERFORMING SUBGROUPS = SUBGROUPS PERFORMING BELOW THE STATE AVERAGE EACH YEAR

ALL STATE INDICATORS = ACADEMIC INDICATORS, SUSPENSIONS, CHRONIC ABSENTEEISM, GRAD RATE
ACADEMIC INDICATORS = ELA, MATH, ELPI, CCI

Appendix 4: Middle Track Guidance

Below is a suggested renewal decision tree for authorizers to consider in the Middle Track:

An Authorizer's Decision Map for Middle Track Renewals

Focus on Dashboard Academic Indicators:
- Is the school making sufficient progress towards meeting standards on ELA, Math, CCI, and ELPI schoolwide that provide a benefit to pupils?
- Is the school outperforming with a majority of historically underperforming subgroups and/or supporting achievement gap closing?
- Is the school improving? Is there a positive trend evident over time?

YES   NO

Second Look:
- Is the school achieving measurable increases in student achievement (1 year's progress/ year in school)?

OR
- Is the school achieving strong postsecondary outcomes for its students, equal to similar peers?

YES   NO

Other Dashboard State & Local Indicators:
- Is the school making sufficient progress towards meeting standards on other state and local indicators, schoolwide and for subgroups?

YES   NO

Renew

Renew &
engage in deeper follow up/closer monitoring of LCAP

Do Not Renew