



Charter Petition Review Matrix

*For petitions presented pursuant to
EC § 47605*

***Golden Charter Academy
Annual Oversight Visit
Wednesday, February 1, 2023***

For review by the
Fresno Unified School District
Charter Review Team

FRESNO UNIFIED SCHOOL DISTRICT

Charter Office

Ed Center Annex, Room 124A

2348 Mariposa Street, Fresno, CA 93721 | (559) 457-3923

Charter Petition Review Matrix

INSTRUCTIONS TO CHARTER SCHOOL PETITION REVIEW TEAM / EVALUATION RUBRIC

Identify your team, if applicable. Determine who will be responsible for reviewing which sections of the charter petition document. Record team members' names on the Petition Review Team page to help track responsibilities.

<p><i>Evaluation Standard Met:</i></p>	<p>The charter petition demonstrates solid preparation and grasp of key issues that indicates a reasonably comprehensive description. Overall, the charter petition contains many characteristics of concise, specific, and accurate information.</p>
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<p><i>Approaching Evaluation Standard Met:</i></p>	<p>The charter petition demonstrates that the school partially meets and shows some progress toward the required standard and has a reasonable plan in place to meet the standard. Overall performance is not currently a threat to viability. The standard may be met if the charter petition requires additional, non-substantive elaboration in places.</p>
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<p><i>Evaluation Standard Not Met:</i></p>	<p>The charter petition addresses some of the criteria but lacks meaningful detail. The description requires important or key additional information in order to be reasonably comprehensive. It demonstrates lack of preparation, is unclear, uses generic information, or otherwise raises substantial concerns about the petitioner’s understanding of the issue in concept to such an extent that future viability is questionable. Additional substantive information would be required to determine the charter petitioner's ability to implement or meet the requirement in practice.</p>
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The feedback in this document is considered a draft and is shared in part as a formative process to support the ongoing oversight of Fresno Unified’s authorized charter schools. The current petition has been reviewed based upon the FUSD Charter Review Teams (CRT) areas of responsibility, and the required petition elements. The Review Matrix is considered a tool and will be revised yearly as mandates and laws change. Also included, are comments and recommendations based upon the petition review and annual oversight visit. The CRT team receives ongoing training and support to understand their role in this meaningful process. We thank you for your efforts and support in completing the review. Please reach out to the charter office if you have additional questions

I. Charter Petition Review Matrix

THE PETITION REVIEW TEAM			
Areas of Review (§47605(c))	Element	Department Responsible	Name of Reviewer
1. Education Program	(A)	Curriculum & Instruction (CI)	Kathy Mytton, Janie Delacerda, Alison Mosely
		English Learner Services (EL)	Brynn Burger, Nadia Hoover
		Equity & Access (EA)	Paul Erickson, Mony Ward
		Special Education (SE)	Sean Virnig
		College and Career Readiness (CCR)	Nancy Witrado,
2. Measurable Student Outcomes	(B)	Curriculum & Instruction (CI)	Kathy Mytton, Janie Delacerda; Alison Mosely
		English Learner Services (EL)	Brynn Burger, Nadia Hoover
		Equity & Access (EA)	Paul Erickson, Mony Ward
		Special Education (SE)	Sean Virnig
		College and Career Readiness (CCR)	Nancy Witrado
3. Student Progress Measurement	(C)	Curriculum & Instruction (CI)	Kathy Mytton, Janie Delacerda, Alison Mosely
		English Learner Services (EL)	Brynn Burger, Nadia Hoover
		Equity & Access (EA)	Paul Erickson, Mony Ward
		Special Education (SE)	Sean Virnig
		College and Career Readiness (CCR)	Nancy Witrado
4. Governance Structure	(D)	Charter Office (CO)	Felicia Olais
5. Employee Qualifications	(E)	Human Resources (HR)	Julie Nunes, Tarandeep Johal, Tyler Seib, Susan Monasterio
6. Health & Safety	(F)	Charter Office (CO)	Felicia Olais
7. Racial & Ethnic Balance	(G)	Charter Office (CO)	Felicia Olais
8. Admissions Policies and Procedures	(H)	Charter Office (CO)	Felicia Olais
9. Annual Financial Audits	(I)	Fiscal Services (FISC)	Rosa Contreras, Bee Lee
10. Suspension and Expulsion	(J)	Charter Office (CO)	Felicia Olais
11. Staff Retirement System	(K)	Human Resources (HR)	Julie Nunes, Tarandeep Johal, Tyler Seib, Susan Monasterio
		Charter Office (CO)	Felicia Olais
12. Attendance Alternatives	(L)	Charter Office (CO)	Felicia Olais
13. Post-Employment Rights of Employees	(M)	Human Resources (HR)	Julie Nunes, Tarandeep Johal, Tyler Seib, Susan Monasterio
		Charter Office (CO)	Felicia Olais
14. Dispute Resolution Process	(N)	Charter Office (CO)	Felicia Olais
15. Closure Procedures	(O)	Charter Office (CO)	Felicia Olais
SUPPLEMENTAL CRITERIA			
Areas of Review EC 47605(c), 47605(e), 47605(h), 47641(a), 47646	Department Responsible		Name of Reviewer
Financial/Administrative Plan	Fiscal Services (FISC)		Rosa Contreras, Bee Lee
Charter Management Organization	Charter Office (CO)		Felicia Olais
Facilities	Facilities, Management and Planning (FAC)		Rodger Walker
Impact Statement	Charter Office (CO)		Felicia Olais
Community Impact	Equity & Access (E&A)		Paul Erickson, Mony Ward
English Learners	English Learners Services (ELS)		Brynn Burger, Nadia Hoover
Special Education	Special Education (SE)		Sean Virnig

State and Federal Office	State and Federal Office (SFO)	Vicente Cantu
Required Declarations/Affirmations	Legal Counsel (LC) & Charter Office during non-renewal visits	Felicia Olais, Hatmaker Law
Alternative Education	Alternative Education	Yolanda Jimenez-Juarez
Independent Study, when applicable	Fiscal Services (FIS)	Rosa Contreras, Bee Lee

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The 15 Charter Elements

Criteria in RED indicates a description that is required under law to be included in the charter petition.

Criteria in BLACK are descriptions strongly suggested to be included to ensure that the charter petition is reasonably comprehensive.

1. DESCRIPTION OF VISION, MISSION AND EDUCATIONAL PROGRAM (A)				
Evaluation Criteria: E.C. §47605(c)(5)(A) <i>THE PETITION DESCRIBES, AT MINIMUM</i>	Evaluation Standard Met			Located on Page(s)
	YES	Approaching	NO	
1. Targeted Student Populations and Community Need				
a. students the charter school will attempt to educate and a demonstration of need for proposed educational program	KM/MW			17 24-36
b. When comparing to other like schools, the following criteria should be considered: proximity to school location, similar grade level enrollments (i.e. K-8), comparative non-FUSD schools, including additional charter schools.	MW			26-33
c. grade levels and number of students the charter school plans to serve	KM/MW			36-37
d. a clear, concise school mission and vision statement that align with the target population	KM/MW			40 22
e. the needs and challenges of the student groups to be served	KM/MW			36 22
2.Attendance				
a. school year/academic calendar, number of school days and instructional minutes	CO			Epicenter
b. attendance expectations and requirements, including enrollment projections	MW			37-39
c. master/daily schedule and proposed bell schedule	CO			Epicenter
3.What It Means to Be an Educated Person in the 21st Century				
a. goals that are consistent with enabling all pupils to become or remain self-motivated, competent, lifelong learners	KM/MW			36-40 40-41
b. list of academic skills and qualities important for an educated person	KM			36-51
c. list of general non-academic skills and qualities important for an educated person	KM			36-40
4.How Learning Best Occurs/Instructional Design, including subgroup program (CCR §11967.5.1. (f)(C))				
a. a framework for instructional design that is aligned with the needs of the students that the charter has identified as its target student population	KM/MW			42-104 40-64
b. description of learning setting (e.g., site-based matriculation, independent study, tech-based)	KM/MW			52-64 65-74
c. instructional approaches and strategies school will utilize that will enable the school's students, including subgroup populations such as English language learners (ELL), to master the content standards for the core curriculum areas adopted by the SBE	KM/			52-73
d. process for developing or adopting curriculum and teaching methods	KM/			52-73
e. how the charter school will identify and meet the needs of students with disabilities, English Learners, students achieving substantially above or below grade level expectations, and other special populations. Description demonstrates understanding of ELL population.	KM			72
f. special education plan including, but not limited to, the means by which the charter school will comply with the provisions of EC section 47641.	LM/KM			84, 88
g. includes sound approach to meet the needs of subgroup populations	LM/KM			88-89

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5. Materials, Including Technology				
a. how staff's and students' technology resources are aligned to the instructional program and meet state assessment requirements	KM/			105-117
b. what materials are available to students: student-to-computer ratio appears reasonable	KM/			105-117
c. a description or plan for providing adaptive technology for SPED students	KM/			105-117
d. Common Core technology standards, digital assessments, and professional learning	KM/			105-117
6. Annual Goals				
a. annual goals for all pupils and for each subgroup of pupils identified pursuant to section 52052 that apply to the grade levels served	KM/ MW			103-104 105-118
b. <u>goals tied to state priorities listed in EC section 52060(d) and LCAP, as appropriate - Additional priorities related to unique aspects of the proposed charter school program include goals and specific annual actions</u>	KM/VC	See comments		103-104
c. specific annual actions designed to achieve the stated goals	KM/			103-119
d. Action goal should be monitored as cohorted data (i.e., tracking students over time) to ascertain the effect of the academic program on student performance. Provide comparison of result for student enrolled for two or more years and student enrolled less than two years as this information cannot be captured utilizing CDE dashboard totals.		KM/ MW		103-119 PowerPoint presentation
e. How differentiated instruction/assistance would be given to the students NOT meeting the annual goals.	KM/ MW			103-119 110-111
7. Description Requirements for Charter Schools Serving High School Students				
a. how parents will be informed about the transferability of courses to other public high schools				N/A
b. how parents will be informed about the eligibility of courses to meet college entrance requirements				N/A
c. 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				N/A
d. how the exit outcomes will align to mission, curriculum and assessments				N/A
e. affirmation that all students will have the opportunity to take courses that meet the 'A-G' requirements				N/A
f. planned graduation requirements and WASC accreditation are defined				N/A
<p>Element A - Comments: 2021-2022 LCAP Reviewer: Vicente Cantu -Office of State and Federal Programs I have reviewed Golden Charter Academy School's LCAP. Their LCAP meets compliance and I do not have any additional feedback. Pursuant to EC Section 47604.33, a charter school is required to submit its LCAP to its chartering authority and the county superintendent of schools. Statute does not require the authorizer to approve the LCAP. Thus, Fresno Unified School District does not approve the charter school LCAP; rather it reviews and provides recommendations with the lens of meeting required elements such as:</p> <ul style="list-style-type: none"> • Stakeholder consultation (Ed Code 52060 (g) • PAC and DELAC presentations • Public comment • Public hearing • Board approval • Listing and measuring (via metrics) all eight state priority areas Ed Code 52060 (d) <p>That the LCAP demonstrates how services are provided to meet the needs of unduplicated pupils and improve the performance of all pupils in the state priority areas.</p> <p>2021-2022 CIPL KM and PP – Golden Charter has shown to be a sound learning environment with a huge engagement factor through relevant learning opportunities.</p> <p>2022-2023 6.b. Note that the 2023/24 LCAP will be reviewed in June 2023. The evaluation will occur after it is submitted. Additional feedback provided in person at the conclusion of the site visit.</p>				

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2. MEASURABLE STUDENT OUTCOMES (B)				
Evaluation Criteria: E.C. §47605(c)(5)(B) <i>THE PETITION DESCRIBES, AT MINIMUM</i>	Evaluation Standard Met			Located on Page(s)
	YES	Approaching	NO	
1. <u>Measurable pupil outcomes for all groups, i.e. specific assessment methods or tools listed for each exit outcome</u>	KM/ MW			105-118
2. <u>A description of how pupil outcomes align with the state priorities consistent with LCAP, as described in EC 52060(d), that apply for the grade levels served or the nature of the program</u>	KM/VC	See comments		105-117
3. A description of how pupil outcomes align with the state priorities consistent with California Department of Education (CDE) Dashboard, reports that display the performance of local educational agencies (LEAs), schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.	KM/ MW			105-126
4. <u>Specific annual actions designed to achieve the stated goals.</u> Include specific metrics and actions/supports that will be implemented. Description of a secondary plan if stated goal are not met.	KM/			105-117
5. How differentiated instruction/assistance would be given to the students NOT meeting the annual goals.	KM/			118-121
6. <u>Additional school priorities related to unique aspects of the proposed charter school program, with goals and specific annual actions</u>	KM/ MW			118-121 119
7. Description of how pupil outcomes will address state content and performance standards in core academic areas	KM/			118-121
8. Description of how exit outcomes align to the mission and instructional design of the program	KM/			118-121
9. Description or affirmation that "benchmark" skills and specific classroom-level skills will be developed	KM/			105-121
10. <u>School-wide student performance goals students will achieve over a given period of time,</u> including projected attendance levels, dropout percentage, graduation rate goals, vocational trade, or certification program.	KM/			105-121
11. Petition reviewers were able to replicate the data presented in the petition.	KM/			105-121
Element B - Comments: 2021-2022 CIPL KM and PP – Golden Charter has shown to be a sound learning environment with a huge engagement factor through relevant learning opportunities. 2022-2023 2.2 Note that the 2023/24 LCAP will be reviewed in June 2023. The evaluation will occur after it is submitted. Additional feedback provided in person at the conclusion of the site visit.				

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3. STUDENT PROGRESS MEASUREMENT (C)				
Evaluation Criteria: E.C. §47605(c)(5)(C.) THE PETITION DESCRIBES, AT MINIMUM	Evaluation Standard Met			Located on Page(s)
	YES	Approaching	NO	
1. Assessment tools that include all required state and federal assessment (SBAC, ELPAC, etc.) for purposes of accountability	KM/ MW			108-111 PowerPoint Presentation
2. A variety of alternative assessment tools, including tools that employ objective means of assessment consistent with the measurable pupil outcomes. Provide academic results of cohorted data.	KM/			105-120
3. Chosen assessments are appropriate for standards and skills the charter school seeks to measure	KM/ MW			105-120 PowerPoint Presentation
4. 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 program. Program evaluation must be based on quantitative and qualitative measures.	KM/ MW			105-120 122-126
Element C - Comments: 2021-2022 CIPL KM and PP – Golden Charter has shown to be a sound learning environment with a huge engagement factor through relevant learning opportunities. 2022-2023 No change and additional feedback provided in person at the conclusion of the site visit.				

4. GOVERNANCE STRUCTURE (D)				
Evaluation Criteria: E.C. §47605(c)(5)(D) THE PETITION DESCRIBES, AT MINIMUM	Evaluation Standard Met			Located on Page(s)
	YES	Approaching	NO	
1. Evidence of the charter school's incorporation as a nonprofit benefit corporation	CO			Epicenter
a. provides the names and relevant qualifications of all persons whom the petitioner nominates to serve on the governing body of the charter school.	CO			Epicenter
b. includes a set of bylaws and basic policies	CO			Epicenter
2. Evidence that the organizational technical designs of the governance structure reflect: <ul style="list-style-type: none"> – a seriousness of purpose to ensure that the charter will become and remain a viable enterprise – understanding and assurance of compliance with open meeting requirements 	FO			127-131
3. Key features of governing structure including, but not limited to:				127-131
a. delineation of roles and responsibilities of the governing board and staff	FO			128
b. 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				N/A
c. size/composition of board, board committees and/or advisory councils	FO			127
d. method for selecting initial board members and election/appointment for board member replacement	FO			128
4. A process for involvement or input of parents/guardians in the governance of the charter school including:				130
a. a clear delineation of roles and responsibilities of parent councils, advisory committee or other supporting groups	FO			128, 129
b. a description of 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		FO		

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5. Specific policies and internal controls that will prevent fraud, embezzlement, and conflict of interest and ensures the implementation and monitoring of those policies	CO			Epicenter
6. A description and frequency of board training/workshops	FO			129
7. Other important legal or operational relationships between the charter school and granting agency	CO			Epicenter
Element D - Comments:				
2021-2022				
4.1.a The Charter Office has confirmed that the Articles of Incorporation (marked with a CO) are updated and available in Epicenter.				
4.1.b The Charter Office has confirmed that the Bylaws and basic policies (marked with a CO) are updated and available in Epicenter.				
4.5 The Charter Office has confirmed that the Complaint and/or Internal Dispute Resolution Policy (marked with a CO) are updated and available in Epicenter.				
4.4.b Description is not included in this section of the petition although it is in assurances/declarations section and enrollments and procedures.				
4.7 The Charter Office has confirmed that the Memorandum of Understanding by and between the Charter Entity and the District (marked with a CO) is updated and available in Epicenter.				
2022-2023 – No change.				

5. EMPLOYEE QUALIFICATIONS (E)				
<u>Evaluation Criteria: E.C. §47605(c)(5)(E)</u> THE PETITION DESCRIBES, AT MINIMUM	Evaluation Standard Met			Located on Page(s)
	YES	Approaching	NO	
1. Core and college preparatory teachers, and affirms all teachers will hold appropriate Commission on Teacher Credentialing certificates (effective July 1, 2020)	FO			132
2. Those positions that the charter school regards as key, and specifies the additional qualifications expected of individuals assigned to those positions, their responsibilities and accountability	FO			132
3. General qualifications for the various categories of employees (e.g., other administrative, instructional support, non-instructional support). These qualifications shall be sufficient to ensure the health and safety of the charter school’s faculty, staff, and students.	FO			138-140
4. A clear plan for recruitment, selection, development and evaluation of staff and charter school leader	FO			141-143
5. Roles and lines of authority for board and management positions		FO		133-137
6. Qualifications for non-core, non-college prep teaching positions staffed by non- certified teachers				N/A
7. Proposed teacher to student ratio			FO	
Element E - Comments:				
2021-2022				
HR team will review credentials and monitor throughout the school year with GCA appointed staff.				
5.5 Lines of authority for board are not included in this section but are in governance.				
5.7 Proposed teacher to student ratio not included in this section.				
HR Review Pending. Epicenter will be used to record updates needed throughout the year.				
2022-2023 – No change.				

6. HEALTH AND SAFETY PROCEDURES (F)				
<u>Evaluation Criteria: §47605(c)(5)(F)</u> THE PETITION DESCRIBES, AT MINIMUM	Evaluation Standard Met			Located on Page(s)
	YES	Approaching	NO	
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	FO			144-148

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2. Assurances that the charter school will require a criminal background clearance report, and proof of tuberculosis examination prior to employment	FO			144
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	FO			148
4. Affirmation that charter schools with grades 7-12 will adopt a suicide prevention policy	FO			147
5. Health and safety practices for students and staff				
a. references include health and safety related policies/procedures or the date by which they will be adopted and submitted to the authorizer	CO			Epicenter 144
6. Assurances on the compliance with ADA (Americans with Disabilities Act)		FO		5, 89
Element F - Comments:				
2021-2022				
6.5.a The Charter Office has confirmed that the Health and Safety Policy (marked with a CO) is updated and available in Epicenter.				
6.6 ADA references are found in other sections of the petition as noted by page numbers cited. Approaching was selected because it was not included in element 6.				
2022-2023 – No change.				

7. RACIAL AND ETHNIC BALANCE (G)

<u>Evaluation Criteria: E.C. §47605(c)(5)(G)</u>	Evaluation Standard Met			Located on Page(s)
THE PETITION DESCRIBES, AT MINIMUM				
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	FO			149-150
2. Practices and policies appear likely to achieve racial and ethnic balance	FO			149-150
3. The outreach strategies, identifying specifically who the targeted groups will be, including developed or planned benchmarks for achieving balance	FO			149
4. Types of supports that will be provided to maintain enrollment balance (counselors, support staff, medical-related staff, etc.)			FO	
Element G - Comments:				
2021-2022				
7.4 Types of supports that will be provided to maintain enrollment balance (counselors, support staff, medical-related staff, etc.) are not included in this section of the petition.				
2022-2023 – No change.				

8. ADMISSIONS REQUIREMENTS (H) - if applicable

<u>Evaluation Criteria: §47605(c)(5)(H)</u>	Evaluation Standard Met			Located on Page(s)
	YES	Approaching	NO	
THE PETITION DESCRIBES, AT MINIMUM				
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 Section 422.55 of the Penal Code, including immigration status, equal rights, and opportunities in the educational institutions of the state	FO			5, 37, 151-154
2. A clear description of admission policies that meet the state and federal permissive preferences	FO			151-154

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3. A clear description of how students in the community will be informed and given an equal opportunity to attend the charter school. All promotional material must clearly state the charter school will serve ALL students.	FO		150-151
4. Proposed admissions and enrollment requirements, process and timeline, and includes:	CO		Epicenter 152
a. information to be collected through the interest form, application form, and/or enrollment form	CO		Epicenter 151
b. assures enrollment preferences will not require mandatory parent volunteer hours as a criteria for admission	FO		151
5. Description of the public random drawing processes that coincide with state and federal laws	CO		Epicenter 152-153
6. Assurances that preferences, if given, are not likely to negatively impact the racial, ethnic and unduplicated balance the charter school strives to reflect	FO		149, 150, 153
Element H - Comments:			
2021-2022 8.4.a & b The Charter Office has confirmed that the Admission, Enrollment and Exit Procedures (marked with a CO) are updated and available in Epicenter.			
2022-2023 – No change.			

9. ANNUAL INDEPENDENT FINANCIAL AUDITS (I)

<u>Evaluation Criteria: §47605(c)(5)(I)</u>	Evaluation Standard Met			Located on Page(s)
	YES	Approaching	NO	
<i>THE PETITION DESCRIBES, AT MINIMUM</i>				
1. The manner in which the audit will be conducted	RC			155
2. Procedures to select and retain an independent auditor including: - Qualifications that will be used for the selection of an independent auditor - Assurance that the auditor will have experience in education finance	RC			155
3. Assurance that the annual audit will employ generally accepted accounting principles	RC			155
4. Scope and timing of audit, as well as distribution of completed audit to authorizer, county office, State Controller, California Department of Education, and/or other agencies required under law	RC			155
5. A process and timeline that the charter school will follow to address any audit findings and/or resolve audit exceptions	RC			155
6. Assurance that the charter school will satisfy any audit deficiencies to the satisfaction of the authorizer	RC			155
7. Who is responsible for contracting with and overseeing the independent audit	FO			120, 155

Element I - Comments:				
2021-2022 Ongoing fiscal communication between GCA and FUSD occurs quarterly and/or on a need-to-know basis.				
2022-2023 – 2 nd interim review is currently being reviewed. GCA’s business management is overseen by the Finance and Audit Committees of GCA’s Board of Trustees. More details provided on p. 155 of independent audit process.				

10. SUSPENSION AND EXPULSION PROCEDURES (J)

<u>Evaluation Criteria: E.C. §47605(c)(5)(J)</u>	Evaluation Standard Met			Located on Page(s)
	YES	Approaching	NO	
<i>THE PETITION DESCRIBES, AT MINIMUM</i>				
1. A process for suspensions of fewer than 10 days, including	FO			156
1. oral or written notice of the charges against the pupil	FO			156

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2. if the pupil denies the charges, an explanation of the evidence that supports the charges	FO			156
3. how an opportunity will be provided for the pupil to present his/her rebuttal to the charges	FO			156
2. A process for suspensions of 10 days or more and all other expulsions for disciplinary reasons, including	FO			156
1. timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights	FO			156
2. 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	FO			156
3. 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 the pupil or the pupil's parent or guardian	FO			156
4. Understanding of relevant laws protecting constitutional rights of students	FO			156-177
1. provides for due process for all students and demonstrates understanding of the rights of students with disabilities in regard to suspension, expulsion and involuntary dismissal	FO			156, 175
2. explanation of how authorizer may be involved in disciplinary matters			FO	
Element J - Comments: 2021-2022 4.b. In this section, an explanation of how the authorizer may be involved in disciplinary matters was not included. 2022-2023 – No change.				

11. CALIFORNIA STATE TEACHER RETIREMENT SYSTEM (K)				
<u>Evaluation Criteria: E.C. §47605(c)(5)(K)</u>	Evaluation Standard Met			Located on Page(s)
	YES	Approaching	NO	
<i>THE PETITION DESCRIBES, AT MINIMUM</i>				
1. A statement of what retirement options will be offered to employees	FO			178
a. STRS (if STRS, then all teachers must participate)	FO			178
b. PERS	FO			178
c. Social Security	FO			178
2. Whether retirement will be offered with language clearly reflecting one of the following choices for each retirement system	FO			178
a. coverage will be offered to eligible employees				
b. the charter school retains the option to elect the coverage at a future date				
c. the charter school will not offer coverage				
3. Who is responsible for ensuring that the appropriate arrangements for coverage have been made?	FO			178
Element K - Comments: 2021-2022 None 2022-2023 – No change.				

12. PUBLIC SCHOOL ATTENDANCE ALTERNATIVES (L)				
<u>Evaluation Criteria: E.C. §47605(c)(5)(L)</u>	Evaluation Standard Met			Located on Page(s)
	YES	Approaching	NO	
<i>THE PETITION DESCRIBES, AT MINIMUM</i>				
1. Attendance alternatives for students residing within the county who choose not to attend the charter school	FO			179

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Element L - Comments:
None

13. POST-EMPLOYMENT RIGHTS OF EMPLOYEES (M)

Evaluation Criteria: E.C. §47605(c)(5)(M) THE PETITION DESCRIBES, AT MINIMUM	Evaluation Standard Met			Located on Page(s)
	YES	Approaching	NO	
1. School district employee’s return employment rights, including	FO			180
a. whether, and how staff may resume employment within the district or authorizer	FO			
b. the ability to transfer sick/vacation leave to and from charter and another LEA			FO	180
c. whether staff will continue to earn service credit (tenure) in district while employed at charter		FO		180
2. Whether collective bargaining contracts of charter authorizer will be a controlling document			FO	

Element M - Comments:
202-2022
1.b sick/vacation time will not be transferred.
1.c petition states that the district teacher(s) came from would need to agree and propose the leave agreement.
2. Citation is not included about bargaining contract role or non-role.

2022-2023 – No change.

14. DISPUTE RESOLUTION PROCEDURES (N)

Evaluation Criteria: E.C. §47605(c)(5)(N) THE PETITION DESCRIBES, AT MINIMUM	Evaluation Standard Met			Located on Page(s)
	YES	Approaching	NO	
1. A process for the charter and the authorizer to settle disputes relating to the provisions of the charter	CO			181-182 Epicenter
2. The process by which charter will resolve internal complaints and disputes	CO			181-182 Epicenter
a. includes Uniform Complaint procedures and description of how this process is communicated to parents, staff, and the community	CO			181-182 Epicenter
3. 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	FO			181
4. 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	FO			182

Element N - Comments:
2021-2022
14. Consider changing “Process” to Procedures on p. 181 to the element 14 section title or add it to the title. Procedures is listed in the law.
14.1 The Charter Office has confirmed that the Memorandum of Understanding by and between the Charter Entity and the District (marked with a CO) is updated and available in Epicenter.
14.2.a The Charter Office has confirmed that the Complaint and/or Internal Dispute Resolution Policy (marked with a CO) are updated and available in Epicenter.
2022-2023 – No change.

15. CLOSURE PROCEDURES (O)

Evaluation Criteria: E.C. §47605(c)(5)(O) THE PETITION DESCRIBES, AT MINIMUM	Evaluation Standard Met			Located on Page(s)
	YES	Approaching	NO	

Charter Petition Review Matrix

1. The procedures to be used if the charter school closes, including:	FO			183-185
a. who is the responsible entity/person that will conduct closure-related activities	FO			183
b. process for submission of final financial reports, expenditure reports for entitlement grants, and the filing of any required final expenditure and performance reports	CO			184 Epicenter
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.	CO			183 Epicenter
3. A process of how charter will ensure a final audit of the charter school	CO			184 Epicenter
a. an assurance it will be conducted within six months of closure	FO			184
b. the disposition of the charter school's assets	FO			183
c. plans for disposing net assets	FO			183
Element O - Comments:				
2021-2022				
1.a. As the entity for closure is GCA, you may want to include a point person to head this action.				
15.1.b, 2 & 3 The Charter Office has confirmed that the Memorandum of Understanding by and between the Charter Entity and the District (marked with a CO) is updated and available in Epicenter.				
2022-2023 No Change.				

SUPPLEMENTAL CRITERIA				
FINANCIAL/ADMINISTRATIVE PLAN				
<u>Evaluation Criteria: E.C. §47605(h)</u> THE PETITION DESCRIBES, AT MINIMUM	Evaluation Standard Met			Located on Page(s)
	YES	Approaching	NO	
A First Year Operational Budget				
a. annual revenues and expenditures clearly identified by source	RC			186-214
b. revenue assumptions in alignment with applicable state and federal funding formulas				
c. expenditure assumptions that reflect the school design plan				
d. expenditure assumptions that reflect market costs				
e. revenues from grants or other proposed fundraising that are not critical to fiscal solvency				
f. minimum reserve level and projected positive ending fund balance (the larger of 3% of expenditures, or \$25,000)				
g. if expenditures exceed revenues in first year of operations, identifies sources of capital sufficient to cover deficits until the budget is projected to balance				
h. expenditures for property and liability insurance that name the district/authorizer as additional insured (and/or a hold harmless agreement)				
i. expenditures for reasonably expected legal services				
j. expenditures for special education excess costs consistent with current experiences in the school district/county office				
k. expenditures for facilities – if specific facilities not secured, reasonable projected cost				
l. expenditures for required student meals that meet federal nutritional requirements				
FINANCIAL/ADMINISTRATIVE PLAN continued				

Charter Petition Review Matrix

Evaluation Criteria: E.C. §47605(h) THE PETITION DESCRIBES, AT MINIMUM	Evaluation Standard Met			Located on Page(s)
	YES	Approaching	NO	
m. the alignment of LCAP expenditures with the charter’s budget	VC			Per LCAP Review
Financial Projections Include a Clear Description of Planning Assumptions				
a. revenues and expenditures correlate with the number/types of students by grade level in budget				See comments
b. expenditure assumptions correlate with the amount of staff in budget				
c. expenditure assumptions correlate with the facility needs in budget				
d. expenditure assumptions in alignment with overall school design plan				
e. revenues based on state and federal funding guidelines				
f. revenues based on reasonable potential growth in local, state and federal categories				
g. revenues based on reasonable student growth projections				
h. revenue from sources such as grants, loans, donations and other non- guaranteed funds not necessary for the charter to maintain fiscal solvency				
i. timeline for any referenced grant applications to be submitted and funded				
j. positive reserves are maintained in all three years				
k. fund balances are positive, or sources of supplemental working capital are identified				
Start-Up Costs				
a. reasonable allocation for all major start-up costs including: <ul style="list-style-type: none"> – staffing – facilities – equipment and supplies – professional services (i.e. food services, etc.) – technology materials – assessment systems/materials – legal costs 				
b. in alignment with overall school design plan				
c. potential funding sources				
d. timeline allows for grant applications and fundraising efforts to be completed in time, if included in start-up costs				
Cash Flow Projections for First 3 Years				
a. monthly projection of revenue receipts in line with local/state/federal funding disbursements				
b. expenditures projected by month and corresponds with typical/reasonable schedules				
c. balance sheet accounts projected by month				
d. show positive cash balance each month and/or identify sources of working capital				
Cash Flow Projections for First 3 Years				
a. outline or process for how personnel transactions will be conducted, (i.e. hiring, payroll, leaves and retirement)				
b. accounting and payroll processes that reflect an understanding of school business practices and expertise to carry out the necessary functions				
c. plan and timeline to develop and assemble school business practices and expertise				
d. explanation of how school intends to manage risk, including any policies and procedures				
e. if operated by a non-profit organization, affirms will provide additional 501(c)(3) fiscal reports				
Financial/Administrative Plan - Comments:				
2022-2023 GCA is currently in the process of planning construction of a new school building located across from the Fresno Chafee				

Charter Petition Review Matrix

Zoo on Belmont Ave. An estimated projected 5-year budget has been provided. A material revision will be required and elements of this section may need to be addressed.

CHARTER MANAGEMENT ORGANIZATION (CMO)				
<u>Evaluation Criteria: E.C. §47605(h)</u>	Evaluation Standard Met			Located on Page(s)
THE PETITION DESCRIBES, AT MINIMUM	YES	Approaching	NO	
1. Name and relationship of CMO to charter school, including <ul style="list-style-type: none"> - roles - responsibilities - payment structure - conditions for renewal/termination - investment disclosure 				N/A
2. CMO's role in the financial management of the charter and the associated internal controls				N/A
3. Other schools and/or companies managed by the CMO				N/A
4. CMO's history, philosophy, and past results operating other schools and/or companies				N/A
5. CMO's Form 990s for up to prior three years				N/A
6. Back-office provider and description of support utilized by the charter				N/A
7. Affirmation that the CMO/back-office provider will provide timely submissions of calendar of due date items				N/A
8. Affirmation that the CMO/back-office provider will provide timely submissions of request for information items				N/A
CMO - Comments: No change for 2022-2023 visit.				

FACILITIES AND OPERATIONS				
<u>Evaluation Criteria: E.C. §47605(h)</u>	Evaluation Standard Met			Located on Page(s)
THE PETITION DESCRIBES, AT MINIMUM	YES	Approaching	NO	
Location of Facility				
a. the types and the location of the charter school facility that the petitioner proposes to operate, including <ul style="list-style-type: none"> - size and resources - safety - educational suitability 	RW			
b. the address of the facility or a schedule for securing the facility, including the person responsible for securing the location	RW			
c. assessment and analysis of anticipated facilities needs and viability of potential sites	RW			
a. There is a designated staff person responsible for overseeing facilities maintenance and operations. If yes, who?	RW			Rodrigo Rodriguez
b. There is a custodial schedule that reflects appropriate and timely attention to providing student with a clean and safe learning environment.		RW		
c. The facilities in which the Charter School serves its pupils and employees appears functional in meeting the American with Disabilities Act requirements.	RW			
d. There is a process for providing routine maintenance to ensure that Charter School facilities	RW			

Charter Petition Review Matrix

including playgrounds remain in good condition.				
e. If facilities are not currently in good condition, there is a schedule for making needed improvements.	RW			
f. Charter School’s facilities have been modified during the past year.			RW	
g. Charter School has on file: <ul style="list-style-type: none"> - Certificate of Occupancy - Conditional Use Permit for each site - Most recent Fire Department Annual Inspection with no outstanding corrections - Elevator Permit (if applicable) and most recent annual inspection with no outstanding corrections 	CO			Epicenter
h. The Charter School has plans to modernize or add facilities to the existing site			RW	
a. Gates – lockable	RW			
b. Fences – stable and no broken areas	RW			
c. School sign displayed	RW			
d. Flag displayed	RW			
e. Free of graffiti, litter	RW			
f. External utilities secured and locked	RW			
g. Roof hatches secured and locked	RW			
h. Landscaping maintained (grass, shrubs, trees, trimmed, etc.)	RW			
i. Doors and windows in working order and lockable from inside	RW			
j. Outside of building in good repair (bricks, eaves, soffit, etc.)	RW			
k. Windows clean and free of damage	RW			
l. Exterior cameras in good working order where applicable	RW			
m. PA system in working order & is useable outdoors Additional communication through staff-wide “Remind” app to cell phone and computers <ul style="list-style-type: none"> - Full review requires visiting every room with message or music playing. 	RW			
n. Recreation area available	RW			
o. Playground equipment appears in good condition	RW			
p. Athletic facilities & external building are secured & illuminated at night			RW	
q. Dumpsters and garbage cans are secured <ul style="list-style-type: none"> - Receptacles in enclosed area - Free from evidence of insects 	RW			
r. Pest control program in effect	RW			
s. Asbestos plan on hand	RW			
t. School Safety Plan	CO			Epicenter
u. No Parking Zone within 5 ft. of the buildings	RW			
v. Parking lots in good condition and marked	RW			
w. Sidewalks appear free from tripping hazards		RW		
x. Parking area & sidewalks free of litter/obstructions		RW		
y. Fields are generally level and free of excessive rodent damage	RW			
z. Bike racks secured & placed in a locked cage	RW			
aa. Gym bleachers appear in good condition			RW	

Charter Petition Review Matrix

a. Visitor pass protocol is in effect	RW			
b. Staff wear ID badges	RW			
c. Students are issued ID badges (grades 7-12)	RW			
d. Entryway floor mats utilized	RW			
e. Doors & windows are in working order and lockable from inside	RW			
f. Windows clean & free of damage	RW			
g. Universal evacuation signage is posted in every room	RW			
h. Hallways are free from obstructions (furniture, etc.)	RW			
i. Ceilings/Walls/Floors clean	RW			
j. Free of graffiti	RW			
k. Adequate lighting	RW			
l. Water fountains present	RW			
m. Water fountains appear to be at appropriate height for students	RW			
n. Water fountains in good working order		RW		Water jugs are being used at this time.
o. Signage provide (i.e. classrooms, office, storage, and restrooms)	RW			
p. Request for how site reviews and repairs any outages of exterior lighting. (Monthly light survey is commercial property standard.)	RW			
q. Exits clearly marked	RW			
r. Fire exit doors operable (not chained or locked) and exit corridors clear and unobstructed	RW			
s. Fire extinguishers present and appear in good condition	RW			
t. "Legal Notice" bulletin boards utilized	RW			
u. Multipurpose rooms available	RW			
v. Auditorium available		RW		
w. Gymnasium available			RW	
x. Library/Media/Resource Center available	RW			
y. Custodial closets provided and clean	RW			
z. Classroom - Evacuation maps posted - Fire evacuation maps/procedures accurate - Clean and in good state of repair - Adequate lighting - Storage available for classroom materials - Egress unobstructed - Classroom emergency guide is posted - Emergency folder is easily accessible - Classroom phone has the emergency phone number sticker - Peepholes are installed	RW			

FACILITIES AND OPERATIONS *continued*

<u>Evaluation Criteria: E.C. §47605(h)</u>	Evaluation Standard Met			Located on Page(s)
<i>THE PETITION DESCRIBES, AT MINIMUM</i>	YES	Approaching	NO	
aa. Restrooms - Clean (floors, stalls, etc.) - Dryer/towels present	RW			

Charter Petition Review Matrix

<ul style="list-style-type: none"> - Soap available - Wash sinks available and appear to be at appropriate height for students - Lavatory available and appear to be at appropriate height for students - Toilet paper available - Spare toilet paper available - Waste receptacle (wastebaskets) present - Air quality good - Ventilation provided 				
Miscellaneous				
a. Food Service <ul style="list-style-type: none"> - Current health department certificate posted - Hair nets provided - Plastic gloves provided - Overall cleanliness refrigeration provided - Washing facilities provided - Ventilation provided - Evidence of pests - Pest control program in effect 	RW			
b. Equipment Needs <ul style="list-style-type: none"> - Vests - Radios - Crossing guards' signs - Cones for parking - Caution signs - Golf carts first-aid kits - Other _____ 	RW			
Current and Projected Availability				
a. current and projected availability of each charter school site, and schedule for securing the facility	RW			
b. assurances of all legal compliance with health and safety, ADA, and applicable building codes	RW			
c. adequate budget for anticipated costs, including renovation, rent, maintenance and utilities				
d. statement whether a request will be made for use of authorizer-owned facilities				
e. lease or occupation agreement for privately obtained facilities, and/or provides a copy of the lease agreement	CO			Epicenter
Please review facilities conditions using the Facilities Inspection Tool. It is not expected that the site inspections will be exhaustive. Try to look at a sampling of different types of spaces (e.g., classrooms, food services, restrooms, etc.)				
Facilities Comments: None				
2022-2023 No Change				

IMPACT STATEMENT				
Evaluation Criteria: E.C. §47605(h) THE PETITION DESCRIBES, AT MINIMUM	Evaluation Standard Met			Located on Page(s)
	YES	Approaching	NO	
1. Number of students anticipated to enroll	FO			36, 37
2. Identification of whether charter will request to purchase support services from authorizer	FO			186

Charter Petition Review Matrix

3. Affirmation there will be a Memorandum of Understanding between the authorizer and charter school	CO			Epicenter
4. Processes and policies between charter and authorizer				
a. includes process, activities and associated fees for oversight of charter	CO			MOU
b. includes processes, timelines, and evaluation criteria for annual review and site visits	CO			MOU
c. includes regular, ongoing fiscal and programmatic performance monitoring and reporting	CO			MOU
d. includes process, timelines and evaluation criteria for charter renewal	CO			MOU
e. outlines other important legal or operational relationships between authorizer and charter school	CO			MOU
5. Criteria and procedure for the selection of a contractor, if applicable, including - process for determining necessary expertise - selection of the contractor or contractors, if applicable		FO		144
6. Potential civil liability effects, if any, upon the school and the authorizer	FO			191

Impact Statement Comments:

2021-2022

3 & 4.a-e. The Charter Office has confirmed that the Memorandum of Understanding by and between the Charter Entity and the District (marked with a CO) is updated and available in Epicenter.

5. Contractors are mentioned in the procedures for background checks. Criteria and procedure for the selection of a contractor could not be located.

2022-2023 – Revisiting criteria and procedures for the selection of a contractor may be needed in the material revision. Pending confirmation.

COMMUNITY IMPACT (Not applicable for renewals)

<u>Evaluation Criteria: E.C. §47605(h)</u> THE PETITION DESCRIBES, AT MINIMUM	Evaluation Standard Met			Located on Page(s)
	YES	Approaching	NO	
How the charter school will not substantially undermine existing school district services, academic offerings, or programmatic offerings		PE		119
Whether the charter school petition duplicates a program currently offered by the 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	PE			119

Community Impact Comments:

2021-2022 With multiple other FUSD elementary schools in the immediate area (Fremont, Homan, Roeding), how does GCA plan to minimize its impact on the surrounding FUSD Schools? PE is Paul Erickson from Equity and Access.

2022-2023

This question will need to be addressed when the material revision is submitted regarding the new school building construction and location. It is not part of the renewal process. FO

ENGLISH LEARNERS

THE PETITION DESCRIBES, AT MINIMUM	Evaluation Standard Met			Located on Page(s) or N/A
	YES	Approaching	NO	
I. Involvement– E.C. 552176[a][b]; 6002.5; 5 CCR Section 11308				

Charter Petition Review Matrix

EL 01 Identification and Assessment policy and procedures				
a. English Language Advisory Committee (ELAC) for sites with 21 or more ELs <u>or</u> designated existing school-level advisory committee to fulfill legal responsibilities of ELAC.				BB & NH
EL 02 Identification and Assessment policy and procedures				
a. District English Language Advisory Committee (DELAC) for sites with 51 or more ELs. Charter schools & single school district LEAs must have an EL parent advisory committee that meets both ELAC and DELAC requirements.				BB & NH
EL 01 & 02 Involvement Comments: None 2022-2023 - No Change				
II. Governance and Administration – E.C. 313, 60810; 5 CCR Sections 11306; 11518.5[a][c][d]; 11518.25; 11518.30				
EL 03 Identification and Assessment policy and procedures				
a. Describe EL Assessment, Placement and Enrollment including but not limited to placement in ELD, IB, advanced placement, A-G subject requirements. Academic assessment data for all ELs, long term English Learners (LTELS) and ELs at risk of becoming LTELS if applicable.		BB & NH		
b. EL identification – Procedures for identification of ELs at the time of enrollment through the Home Language Survey and continued annual assessment are described in the petition.	BB & NH			
c. ELPAC Designated Supports and Accommodations for EL students with IEPs or 504’s.			BB & NH	P. 101
EL 05 EL Program Inclusion in Development of SPSA (School Wide)				
a. Has current board approved SPSA or school plan with evidence of EL program inclusion per criteria described in EL 5.1 (a-b) & 5.2 (a-c) of CDE’s comprehensive EL program instrument.	BB & NH			
6.b. Note that the 2023/24 LCAP will be reviewed in June 2023. The evaluation will occur after it is submitted. GCA’s EL students ELD performance is currently monitored through the Winter-Spring NWEA MAP and classroom running record. EL students’ ELD progress would provide more information by including teacher anecdotal records as a data point to capture ELs’ ELD progress connected to the ELD standards.				
IV. Standards, Assessment, and Accountability				
EL 10 Reclassification- Evidence can be collected during charter team site visit.				
a. Provides current LEA-approved reclassification criteria for grades kindergarten through twelve (K–12) that includes the statewide criteria of overall performance level 4 on the ELPAC.			BB & NH	102-103, 112
b. Reclassification records/forms with proof of teacher recommendation, standardized assessment scores (ELPAC and basic skills assessment), and parent/guardian consultation is available in students cum file.				BB & NH
c. Provides RFEP (Reclassified Fluent English Proficient) Progress Monitoring process of all reclassified students for a minimum of four years.				BB & NH 102-103, 112
EL 10 Comments:				
V. Staffing and Professional Development- Evidence can be collected during charter team site visit.				
EL 11 Teacher EL Authorization				
a. Provides a sortable spreadsheet of all teachers with EL teaching authorization per CTCC code (e.g., ELA1, S12, BLSP, etc.) or temporary county certificate with EL authorization.	HR will review this section.			
EL 12 Professional Development Specific to English Learners				
a. Describes and provides site level EL specific professional development to all staff with the goal of impacting EL achievement. Evidence of PD include calendared dates, agendas, presentation materials, sign-in sheets, PD description.		BB & NH		
b. Describes teacher implementation of EL specific professional development that includes	BB & NH			

Charter Petition Review Matrix

<p style="color: red;">three samples of instructional observations or other documents that demonstrate the implementation of EL-specific PB relevant to the grade-level standard instructional program, including ELD.</p>				
EL 11 & 12 Comments: An EL PL power point shared during the visit. In addition, Principal Breuer shared 3 different dates in which the teachers who currently have EL students in their classrooms, have worked as a PLC to review students’ data and plan for ELD instruction. As the EL population grows at GCA, it will be important for the rest of the teachers to receive EL PLs in order for them to be equipped to support their EL students and in addition to, giving them an opportunity to grow their knowledge on the purpose and usage of the ELD standards.				
VI. Opportunity and Equal Educational Access				
EL 13 Language Acquisition Program Options and Parent Choice				
<p style="color: red;">a. Has parental notice of rights and responsibilities including language acquisition and language programs included structured English immersion (SEI) and procedures determining placement that includes parent choice.</p>	BB & NH			
EL 13 Comments: GCA shared an Annual Parent Notification Letter for ELD that was sent this school year.				

VII. Teaching and Learning

EL 14 English Language Development (ELD)

<p style="color: red;">a. Provides a description of their designated ELD programs, for all grades, TK-12th and all English Language Proficiency (ELP) levels.</p>	BB & NH			
<p style="color: red;">b. Provides evidence of EL enrollment in ELD and the standard instructional program. Master schedule or daily schedule for self-contained classrooms. For secondary sites provide schedules for each ELP level.</p>	BB & NH			
<p style="color: red;">c. Provides an evaluation of whether ELD has been implemented effectively and what adjustments are needed to assist ELs in overcoming language barriers within a reasonable amount of time. Supporting data to be included: ELPAC, RFEP, EL graduation rates and a report on analytical findings.</p>		BB & NH		
<p style="color: red;">d. Provides a list of purchased core and supplemental instructional materials for all courses in which ELs are enrolled, for all grades, with the funding sources.</p>	BB & NH			
<p style="color: red;">e. Provides a description of integrated instructional strategies or previously provided in PD, for all grades, TK–12, and corresponding ELP levels.</p>		BB & NH		

EL 14 Comments: GCA is an interdisciplinary school and a variety of ELD strategies were observed in the classrooms. The Universal Design for Learning framework, is the foundation of the students’ daily activities, which provides EL students with opportunities to engage in the 4 language domains in a small group and whole class settings. GCA’s School-Wide Plan for English Learners ELD describes scaffolds and instructional approaches to support their EL students’ language needs. GCA teachers would benefit from intentionally choosing the ELD standards and explicitly teaching them during Integrated and Designated ELD. Another option for teachers to have as a resource could be the Amplify Designated ELD companion and the CA ELD Standards to best support their Designated ELD instruction.

EL 15 Access to Standard Instructional Program

<p style="color: red;">a. Provides procedural guidelines and criteria for placement of ELs, at all proficiency levels, in the standard instructional program and interventions. Includes an access plan and <i>objectives for exiting intervention programs</i>.</p>		BB & NH		
<p style="color: red;">b. Provides and implements support services for ELs in the standard instructional program. During site visit, provides samples of individual EL student progress monitoring that includes interventions for students needing support.</p>		BB & NH		
<p style="color: red;">c. Describes how instructional strategies and materials in the standard instructional program classes are differentiated for ELs at different grade levels.</p>		BB & NH		

EL 15 Comments: Instructional strategies were evident during the visit (visuals, models, teacher modeling/facilitating discussions, academic language, etc.), however adopted curriculum did not integrate ELD standards. ELD standards were not intentionally and explicitly stated in the lessons. GCA’s reclassification criteria is stated in their School-Wide Plan for English Learners, however, monitoring forms were not provided.

IV. Standards, Assessment, and Accountability (Revised Title III section and location. Will only be used when a charter school receives funding)

EL 04 Implementation, Monitoring & Revision of Title III Plan
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Charter Petition Review Matrix

a. Immigrant Services & Procedures. Provides enhanced instructional opportunities to eligible immigrant students ages 3 to 21, Title III Plan or current LCAP addendum meeting EL criteria of implementation and monitoring. Title III <i>M.O.U</i> in place.				N/A
EL 06 Title III Inventory				
a. Has historical inventory list of all equipment 500.00 and above and record of most recent physical check of items. No purchases made are noted.	Fiscal will monitor budget review for Title III funds			
EL 07 Supplement, Not Supplant with Title III (if funded) EC sections 52168 [b][c] (20 U.S.C. Section 6825[g]				
a. Has list of standard/supplemental instructional materials for courses in which ELs are enrolled for all grades with funding resources noted.	Fiscal will monitor budget review for Title III funds			
b. Has expenditure report detailing current/previous year (with beginning and ending balances) with standardized accounting code structures 4203-TitleIII LEP and 4201-Title III Immigrant. Carryover and administrative cost are included in report.				N/A
c. Has list of core and supplemental professional development (denoting funding sources) designed to enhance the learning and instruction of English learners and immigrant students.				N/A
d. Has individual employee’s job description and duty statement describing responsibilities and activities, as agreed to by employer and employee.				N/A
e. Has record of paid salaries/benefits for current/previous fiscal year under review. Record identifies employees’ name, hours worked, gross pay, net pay, deductions, and payroll period.				N/A
EL 08 Time and Effort Requirements Title I and III (if funded) Evidence can be collected during charter team site visit.				
a. Has established written policies/procedures for documenting time/efforts of current year employees working on federal programs.				N/A
b. Has documentation supporting salaries/benefits charged per program funding source. Records may include a personnel activities report, semiannual certifications, or other equivalent records. Budget estimates do not qualify as support.				N/A
c. Has individual employee’s job description and duty statement describing responsibilities and activities, as agreed to by employer and employee.				N/A
d. Has budget report of employees planned to be paid in whole, or in part, with federal funding including resource codes from previous and current fiscal year under review.				N/A
EL 09 Evaluation of EL Program Effectiveness Title III (if funded)				
a. Provides relevant EL-related data and an analysis of findings that may result in recommended changes to improve the effectiveness of Title III-funded programs and services.				N/A
EL 4, 6-9 Comments: 2022-2023 – No change.				

SPECIAL EDUCATION				
<u>Evaluation Criteria: E.C. §47641(a) and E.C. §47646</u> THE PETITION DESCRIBES, AT MINIMUM	Evaluation Standard Met			Located on Page(s)
	YES	Approaching	NO	
1. The school's special education structure (3 options) a. charter school will be an independent LEA for special education purposes, or b. charter school will be a school within the district, or c. the charter school will be a SELPA	CO			Epicenter
2. How special education services will be provided consistent with SELPA Plan and/or policies and procedures.	SV			

Charter Petition Review Matrix

a. includes a fiscal allocation plan in alignment with the SELPA the charter plans to join				
3. Affirmation that the charter school will assume full responsibility for appropriate accommodation to address the needs of any student	SV			84
4. Acknowledgment that the charter is responsible for providing special education, instruction and related services to the students enrolled in the school regardless of the students' district of residence	SV			88
5. The process for notifying district of residence and authorizing LEA when a special education student enrolls, becomes eligible, ineligible and/or leaves the charter	SV			88, 89
6. The transition to and from a district when a student with an IEP enrolls in or transfers out of the charter	SV			89, 91, 96
7. Evidence that the school has consulted with a SELPA, such as a letter from SELPA confirming receipt of application	CO			Epicenter
8. Includes the following assurances				
a. the charter will comply with all provisions of IDEA	SV			89
b. no student will be denied admission based on disability or lack of available services	SV			88
c. a Student Study Team process will be implemented	SV			86
d. any student potentially in need of Section 504 services will receive such services	SV			98,99
If the charter will not be an independent LEA				
1. Clarifies in charter petition or a Memorandum of Understanding the responsibilities of each party for service delivery, including Referral, Assessment, Instruction, Due Process, Agreements describing allocation of actual excess costs				N/A
2. An assertion that the charter will be fiscally responsible for its fair share of any encroachment on general funds				N/A
General Special Education and Non independent Status Comments:				
2021-2022 None				
2022-2023 GCA is now under CHELPA as of this school year. New MOU has been approved.				
If the charter school is an independent LEA within a SELPA				
1. Notifies SELPA Director of intent to participate prior to February 1 of the preceding school year	SV			89
2. <u>Includes current operating budget in accordance with E.C. §42130 and E.C.§42131</u>	SV			89
3. Understands that the charter school is fiscally responsible for fair share of any encroachment on general funds	SV			89
4. Asserts responsibility for any legal fees relating to the application and assurances process	SV			89
5. Demonstrates it is located within SELPA's geographical boundaries	SV			89
6. Asserts all instruction will be in a safe environment	SV			90
7. Affirms the terms of the Agreement will be met regarding the organization, implementation, administration and operation of the SELPA	SV			89
Independent with SELPA Comments: None				
2022-2023 – No change				

Charter Petition Review Matrix

REQUIRED DECLARATION				
<u>Evaluation Criteria: E.C. §47605(c)(6)</u> THE PETITION DESCRIBES, AT MINIMUM	Evaluation Standard Met			Located on Page(s)
	YES	Approaching	NO	
1. 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 Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code.	FO			6
Required Declaration Comments: 2022-2023 – No change.				

REQUIRED AFFIRMATIONS				
<u>Evaluation Criteria: E.C. §47605(c)(6)</u> THE PETITION DESCRIBES, AT MINIMUM	Evaluation Standard Met			Located on Page(s)
	YES	Approaching	NO	
1. Affirmation that the school will be nonsectarian in its <ul style="list-style-type: none"> – programs – admission policies – employment practices, – and all other operations 	FO			5
2. Affirmation that the school shall not charge tuition	FO			5
3. Affirmation that the school shall 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 California Penal Code	FO			6
4. Affirmation that the admission to a charter school shall not be determined according to the place of residence of the pupil, or of the pupil’s parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that public school	FO			5
5. Affirmation that the charter school shall admit all pupils who wish to attend the charter school	FO			5
6. Affirmation that the school will comply with federal, state and local laws as required for charter schools	FO			5
Required Affirmations Comments: None 2022-2023 – No change.				

FOR ALTERNATIVE EDUCATION CHARTER SCHOOLS (if applicable)				
<u>Evaluation Criteria: E.C. §58500 - 58512</u> THE PETITION DESCRIBES, AT MINIMUM	Evaluation Standard Met			Located on Page(s)
	YES	Approaching	NO	
1. Acknowledgement that the charter school will maintain an unduplicated count of at least 70% of the school's total enrollment composed of the required high-risk student groups				N/A
2. Assurance that the school will maintain documentation that 70% of students will be reflected on Part 1 of their DASS Participation Form				N/A
3. Clearly articulated mission and purpose to recruit and educate high-risk students				N/A

Charter Petition Review Matrix

4. Performance plan that includes specific measures and goals for success, including one or two attainable norm references and/or verifiable alternative measures that support the school's mission and vision				N/A
5. Required assurances				N/A
a. the school will maintain documentation that 70% of students will be reflected on Part 1 of their DASS Participation Form, as defined in item 1, above				N/A
b. when applying for other alternative school status, ONLY the school's current enrollment will be used (in accordance with the DASS Eligibility Criteria and examples) to determine a school's percentage of high-risk student for DASS eligibility.				N/A
c. Define student grade level classification process including the school's credit calculation (i.e., Freshman 0-60 credits, Sophomore 61 – 120 credits, Junior 121 – 180 credits, Senior 181 - 240).				N/A
Alternative Ed. Comments: N/A 2022-2023 – No change.				

INDEPENDENT STUDY/NON-CLASSROOM BASED INSTRUCTION - FOR RENEWALS ONLY

Evaluation Criteria: E.C. §51745 THE PETITION DESCRIBES, AT MINIMUM	Evaluation Standard Met			Located on Page(s)
	YES	Approaching	NO	
1. an assurance that the K-12 public school guidelines for independent study will be evident in the annual audit per Education Code 47612.5(b)				N/A
2. an assurance that the charter will meet the requirement related to the ratio of ADA to FTE certificated employees as prescribed under Education Code 51745.6(a)				N/A
3. an acknowledgement that independent study will be supervised by an appropriately credentialed teacher per EC 51747.5(a)				N/A
4. an acknowledgement that the charter may claim apportionment credit for independent study only to the extent of the time value of pupil or student work products, as personally judged in each instance by a certified teacher per EC 51747.5(b)				N/A
5. the maximum length of time, by grade level and type of program, that may elapse between the time an independent study assignment is made and the date by which the pupil must complete the assigned work				N/A
6. the number of missed assignments that will be allowed before an evaluation is conducted to determine whether it is in the best interest of the pupil to remain in independent study, or whether he/she should return to a regular school program				N/A
7. an assurance that each written agreement shall be signed, prior to the commencement of independent study, by the pupil, the pupil's parent, legal guardian, or caregiver, if the pupil is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the pupil				N/A

INDEPENDENT STUDY/NON-CLASSROOM BASED INSTRUCTION - FOR RENEWALS ONLY

Evaluation Criteria: E.C. §51745 THE PETITION DESCRIBES, AT MINIMUM	Evaluation Standard Met			Located on Page(s)
	YES	Approaching	NO	
8. a description of how the required Written Agreement for each pupil will be processed and maintained, including at a minimum the following:				N/A
a. The manner, time, frequency, and place for submitting a pupil's assignments and for reporting his/her progress				N/A
b. The objectives and methods of study for the pupil's work, and the methods utilized to evaluate that work				N/A

Charter Petition Review Matrix

c. The specific resources, including materials and personnel that will be made available to the pupil			N/A
d. A statement of the policies adopted pursuant to subdivisions (a) and (b) regarding the maximum length of time allowed between the assignment and the completion of a pupil's assigned work, and the number of missed assignments allowed prior to an evaluation of whether or not the pupil should be allowed to continue in independent study			N/A
e. The duration of the independent study agreement, including the beginning and ending dates for the pupil's participation in independent study under the agreement. No independent study agreement shall be valid for any period longer than one semester, or one-half year for a school on a year-round calendar			N/A
f. A statement of the number of course credits, or, for elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the pupil upon completion			N/A
g. The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no pupil may be required to participate			N/A
Independent Study Comments: N/A 2022-2023 – No change.			