

OFFICE OF JOHN G. MENDIBURU
Kern County Superintendent of Schools
Advocates for Children...

Summary of Petition Findings: GROW Countywide Charter Petition

GENERAL REQUIREMENTS: COUNTYWIDE PETITION					
Item #	Requirements:		If Not Met: Factual Findings	If not met, petition Page #	Can finding be addressed in MOU? If yes, describe
	Met	Not Met			
I-A	X		Parent/Guardian Signatures		
I-A	X		Teacher Signatures		
I-B	X		<ul style="list-style-type: none"> • Countywide petition rationale • District Notifications: Were the districts where the charter intends to place schools provided a 30-day notice prior to submission? 		
I-C	X		Charter Petition Findings		
REASONABLY COMPREHENSIVE DESCRIPTIONS					
Item #	Requirements:		If Not Met: Factual Findings	Petition Page #	Can finding be addressed in MOU? If yes, describe
	Met	Not Met			
11-1		X	<p>Instructional Program Components:</p> <p>a. <u>Elementary Science and Social Studies Curriculum and Instructional Strategies:</u> The Next Generation Science Standards (NGSS) and Common Core State Standards (CCSS) for History-Social Science are not referenced in the description of the Instructional Program for Science and Social Science. There is no explanation of how the adopted curriculum is used to meet the NGSS and Standards for History-Social Science. A program that adequately meets the rigor of the NGSS and Science Framework would describe instruction that is inquiry-based, phenomena-driven, and that engages students in science and engineering practices, disciplinary core ideas, and cross-cutting concepts. As stated in the History-Social Science Framework, teaching must emphasize “disciplinary and literacy practices—investigation, close reading, analysis of evidence, and argumentative writing” in addition to history content. There is no evidence of this type of instruction as described in the petition.</p>	Pg. 46.	Yes. MOU can state that the charter will follow all CDE Framework guidance for Science for the grade levels served.

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II-1		X	<p>b. English Language Development: The Petition states that students will be immersed in English while receiving “Spanish language support.” The charter should have a plan for how to support <u>all</u> English learners, regardless of their heritage language.</p> <p>It is stated that teachers use the Wonders curriculum to scaffold phonemic awareness, phonics, spelling, vocabulary, fluency, and comprehension instruction. This is a description of Integrated ELD instruction during ELA. Designated ELD should build into and from <u>all</u> core instruction to meet the language demands of the content and needs of the students. As such, Designated ELD should be driven by the California ELD Standards, not the ELA curriculum (i.e. Wonders).</p> <p>Designated ELD is not a time for “enhancement” or supplementation; it is intended to prepare students with access and understanding of core curriculum in all subject areas (not just ELA) or in response to the language barriers impeding English learners to learn the curriculum. The focus of this time should be on the California ELD Standards and “How English Works” (part II of the standards), which includes “knowledge of language, or language awareness, as a critical element of language development – including understanding about how to organize and structure different text types, how to expand and enrich ideas, and how to connect and condense ideas” (California ELA/ELD Framework: ch 1., pg. 33).</p>	<p>Pg. 47</p> <p>Yes. Mou can state the charter will identify how EL students will have their language needs met if not reclassified and that the charter will ensure that all English learners will be supported regardless of primary language.</p> <p>Yes. MOU can state that the charter will ensure a compliant ELD program.</p>
			<p>c. English Learners: The petition fails to mention the process for families to request a language acquisition program. Parents or legal guardians of students enrolled in the school may choose a language acquisition program that best suits their child. “Language acquisition program” refers to educational programs designed for English learners to ensure English acquisition as rapidly and as effectively as possible. Such programs must include instruction on the state-adopted academic content standards, including the ELD standards. Language acquisition programs shall be informed by research and must lead to grade level proficiency and academic achievement in both English and another language (EC sections 306[c], 310[a]; 5 CCR sections 11300[d], 11309[c]).</p>	<p>Pg. 55</p> <p>Yes. The MOU can state that the charter will provide a compliant language acquisition program and how LTEL’s and students at risk are identified and monitored.</p>

Requirements:			If Not Met: Factual Findings	Petition	Can finding be addressed in MOU?
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II-1		X	<p>The description states, “GPS will meet all applicable legal requirements in serving its ELs, including long-term ELs (LTELs),” but lacks a description of how LTELs and students At-Risk of becoming LTELs (AR-LTELs) are identified and monitored, the interventions that are in place to meet their needs, or strategies that are deployed to prevent LTELs.</p> <p>d. <u>Reclassification Procedures:</u></p> <p>The first bullet, “Assessment of language proficiency using an objective assessment instrument including, <u>but not limited to</u>, the ELPAC”: The ELPAC Overall Performance Level (PL) 4 was approved by the State Board of Education (SBE) <u>as the statewide standardized ELP criterion</u> for the Summative ELPAC. LEAs shall use ELPAC Overall PL 4 to determine whether a student assessed with the Summative ELPAC has met that criterion.</p> <p>e. <u>Strategies for English Learner Instruction and Intervention:</u></p> <p>ELPAC interim assessments are mentioned in this section but are not described in the MTSS section of the petition (pg. 50-52). It is recommended that the ELPAC Interim Assessments be added and outlined in more detail (such as frequency of administration, method of administration (standardized vs. non-standardized), etc.).</p> <p>It is stated that GPS runs a full-inclusion program for ELs. It is recommended that GPS provide a Structured English Immersion (SEI) approach as California Education code states that at minimum, English learners will be provided a program of Structured English Immersion [EC sections 305(a)(2) and 306(c)(3)]. SEI is defined by CDE as a classroom setting for English learners in which nearly all classroom instruction is provided in English, but with a curriculum and presentation designed for pupils who are learning English.</p> <p>It is stated again in this section that “students are immersed in English with the Spanish language support they need.” It is recommended that GPS take into consideration <u>all</u> English language learners, which encompasses more than Spanish speaking students, therefore the best approach would be to ensure a Structured English Immersion (SEI) program.</p>	Pg. 55	Yes. The MOU can state that the charter will abide by state-approved reclassification criteria and procedures.
			Pg.55-57	Recommendation only.	
			Pgs. 55-57	Yes. The MOU can state that the charter will provide a fully-developed MTSS program that includes EL and Dually-identified students as well as a fully-compliant SEI program as provided in education code.	

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Item #	Met	Not Met	Page #	If yes, describe	
II-1		X	Pgs. 60-67	Yes. The MOU can state that the charter will provide a fully-developed MTSS program that includes EL and Dually-identified students. In addition, the MOU can state the charter will administer assessments, as appropriate to student need and that eligible pupils will be provided instructional supports and resources documented in student IEPs.	
				<p>f. Serving EL Students with Disabilities: The petition fails to mention how GPS will identify and determine support for dually identified students (English learners who have an IEP). It also does not mention how accommodations and/or designated supports for assessment will be determined and identified on the students IEP, and there is no language regarding the Initial or Summative Alternate ELPAC. CA Code of Regulations states, “(c) When a pupil's IEP team determines that a pupil has a significant cognitive disability such that the pupil is unable to participate in the initial or summative assessment, or a section of either test, even with resources, the pupil shall be assessed using the statewide alternate assessment(s), initial or summative, for English language proficiency, as specified in the pupil's IEP. (d) Administration of the alternate assessment to eligible pupils shall be one-on-one (test examiner to pupil). (e) Depending upon the pupil's disability or needs, the alternate assessment may or may not include the pupil's independent use of the testing interface. (f) With the exception of inappropriate test practices listed in the TAM, eligible pupils may have instructional supports, including physical supports, in addition to resources documented in the pupil's IEP” (CCR 5 11518.30)</p>	
II-2		X	Pg. 70 Pg. 72	<p>Measurable Pupil Outcomes:</p> <p>Subpriority A – State Standards Implementation <i>Goal: The school will fully implement State Board adopted academic content and performance standards for all students.</i> <i>Action: All students, including ELs, will have lesson plans, materials, and assessments that are aligned to the CCSS, NGSS, and other State Standards.</i></p> <p>Subpriority B – EL Students & Academic Content Knowledge <i>Goal: ELs have access to high-quality, daily designated ELD instruction and support materials embedded into all core content areas.</i> <i>Action: Teachers will participate in professional development through the year as a network and at the school level in the implementation of standards. Topics will include strategies for supporting ELs as part of core instruction.</i> Professional learning specific to ELs and Integrated ELD is not described in Section II-1 of the petition. It is recommended that a more detailed</p>	<p>Requirements met. Recommendations only. Since this goal is specific to ELs, it is recommended that the CA ELD Standards be referenced more specifically.</p> <p>Recommendation only. A description of support materials for <u>all</u> core content areas is not present in Section II-1: Instructional Program Components. Wonders is described as support materials for Designated ELD and ELA, but materials to support language access and development in the remaining core subjects is not provided. The MOU can include that the charter will ensure that professional learning specific to ELs and integrated ELD will be provided.</p>

Requirements:			Petition	Can finding be addressed in MOU?
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II-2	X	<p>description of professional learning related to supporting ELs be added to Section II-1 so that the two sections are better aligned.</p> <p>Subpriority C – EL Students & English Language Proficiency Methods of Measurement: It is recommended that ELPI be included as a metric for this goal.</p> <p>State Priority #4 – Student Achievement Science is listed as a CAASPP assessment throughout this section. The correct acronym for the California Science Test is CAST.</p>	<p>Pgs. 75-76</p> <p>Pgs. 75-76</p>	<p>Recommendation only.</p>
II-2	X	<p>Measurable Pupil Outcomes:</p> <p>Subpriority E – EL Proficiency Rates Methods of Measurement: CAASPP is the only method of measurement for this subpriority. The CAASPP primarily measures students’ academic content knowledge. To more accurately measure and monitor students’ English proficiency, ELPAC, Interim ELPAC, and ELPI should be used.</p> <p>Subpriority F – EL Reclassification Rates Actions to Achieve Goal: It is recommended that periodic administration of Interim ELPAC assessments be added as an action step since the Interim ELPAC is referenced in Section II-1 as a formative assessment for ELs.</p> <p>State Priority #7 – Course Access Integrated and Designated ELD that builds into and from core instruction should be added to the action steps as both are essential to providing access to course content.</p> <p>Subpriority B – Mathematics Actions to Achieve Goal, second bullet point states, “Identify and hire experienced single English teachers to implement ...” This should state “experienced single subject Math teachers” (I think? I’m not quite sure what they are trying to state here).</p> <p>Subpriority C – Social Sciences and Subpriority D – Science In both sections, the same error as above for math exists. Change the second bullet in each action step to reflect the correct single-subject credential required (Social Science or Science).</p>	<p>Pg. 76</p> <p>Pg. 76</p> <p>Pgs. 81-82</p> <p>Pg. 83</p> <p>Pg. 84</p>	<p>Requirements met. Recommendations only.</p> <p>It is recommended that consideration for students who are dually identified (ELs with an IEP) be added to goals, action steps, and metrics throughout Section II-2.</p>

Requirements:			Petition	Can finding be addressed in MOU?
Item #	Met	Not Met	Page #	If yes, describe
II-3		X	Pgs. 89-91	Yes. Mou can state that the charter will develop and implement a formative assessment system, and will identify regular, formative assessments for language proficiency.
		X		
II-4	X			
II-5	X			
II-6	X			
II-7	X			
II-8	X			
II-9	X			
II-10		X		

Method of Measuring Pupil Outcomes:

Data Analysis and Reporting:
The data cycle conveyed in the diagram on page 91 does not match the schedule provided on pages 89-90. According to the diagram, Interim Comprehensive Assessments (ICA) should be administered after Common Formative Assessments (CFA) so that the cycle of: 1. Formative Assessments, 2. CFAs, and 3. ICAs, can be repeated. According to the schedule, ICAs are administered once (in April), just before CAASPP, ELPAC, and CAST, which makes the data gained from the ICAs difficult to act upon.

Additionally, the schedule does not include regular assessment, analysis, and adjustments to instruction for ELs. Formative assessments of students' language proficiency should be included in the assessment cycle.

Standards-Based Gradebooks:
Paragraph 4 states that "the Teacher Curriculum Team creates CCSS-aligned Common Formative Assessments..." NGSS and ELD standards should be taken into consideration when developing CFAs in addition to the Math and ELA CCSS.

Governance:

Qualifications of employees:

Health and Safety of pupils and staff:

Racial and Ethnic balance:

Admission Requirements:

Audit Processes and problem resolution:

Suspension and expulsion process:

The KCSOS Petition Checklist includes (Page 6): *A listing of the offenses for which a student must be recommended for expulsion and for those which a student may be recommended.*

Requirements:			Petition	Can finding be addressed in MOU?
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II-10		X	Pg. 147	Yes. The MOU can require that the charter school delineate the offenses for which students can be suspended/expelled and for which a student can be involuntarily disenrolled. In addition, the MOU can ensure that students expelled or disenrolled are provided an appeal.
II-11	X			
II-12	X			
II-13	X			
II-14	X			
II-15	X			

The Petition includes a listing of the offenses for which a student must be expelled and may be expelled.

However, under the Section entitled **“Involuntary Student Disenrollment, Dismissal or Transfer”** the Petition states: *The Administrative panel may recommend expulsion of any student found to have committed an expellable offense.... And then....for purposes of the clause, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions.* The Parent/Student Handbook in Appendix K states: *“Students may be involuntarily removed for reasons including, but not limited to failure to comply with terms of a student’s master agreement (for independent study).* The Petition does not list any other offenses for which students may be involuntarily disenrolled. Therefore, it is not clear how an “involuntary student disenrollment, dismissal or transfer” is different from an expulsion. Parents and students should be informed of all offenses for which a student may be disenrolled.

Page 147 of the Petition allows for an appeal to the KCBOE following a decision to expel pursuant to EC 48900. However, in the Parent/Student Handbook under “Expulsion Procedures,” it states that “there is no right to an appeal”. Which means there is no right to an appeal after a hearing for an involuntary removal either. While an appeal after expulsion does not necessarily apply to Charter schools, KCSOS has historically ensured that the charters it authorizes abide by the same expulsion criteria as school districts. Students either have a right to appeal or they do not.

Retirement coverage for employees:

Attendance alternatives for students:

Rights of county office employee transfer:

Dispute resolution:

Closure Procedures:

SUPPLEMENTAL CRITERIA

Item #	Requirements:		If Not Met: Factual Findings	Petition	Can finding be addressed in MOU?
	Met	Not Met		Page #	If yes, describe
III-1	X		Private School provision:		
III-2	X		Proposed Operation and Potential Effects: (facilities, location, administrative services, potential civil liability effects):		
III-3	X		Budget Financial Statements:		
III-4	X		Charter Term:		
III-5	X		Material revisions/authorizer limitations:		
Assurances?			Met.		