



Fresno County Superintendent of Schools

Dr. Michele Cantwell-Copher, Superintendent

To: Fresno County Board of Education

From: Fresno County Superintendent of Schools Charter School Petition Review Committee¹

Subject: Committee Report Regarding the Crescent View West Public Charter School Renewal Charter Petition

Date: July 1, 2026

The Fresno County Superintendent of School's (FCSS) Charter School Petition Review Committee (Charter Committee) has reviewed the Crescent View West Public Charter School (CVWPCS) Renewal Charter Petition (Renewal Petition). This Committee Report provides a detailed discussion of the Charter Committee's review, concerns, and findings related to the Renewal Petition.

I. BACKGROUND

Lead petitioner Gagendee Gill, Area Superintendent, is seeking charter renewal for CVWPCS from the Fresno County Board of Education (FCBE). The Renewal Petition, submitted on April 23, 2026, covers a proposed renewal charter term from July 1, 2027, through June 30, 2032. Each FCBE trustee received a copy of the Renewal Petition and its appendices. A public hearing was held on June 18, 2026, and a site visit took place on May 20, 2026 as part of the petition review process.

Originally chartered by FCBE in 2010, CVWPCS began serving students under FCBE authorization during the 2010-2011 school year. The charter was renewed in 2016 and again in 2021 for five-year terms. The second renewal term was extended through June 30, 2027, under the provisions of California Education Code §47607.4.

CVWPCS provides a non-classroom based high-school educational program at four sites in Fresno County. Campus locations are:

- Learning Center- Manchester Center 1901 E. Shields Ave., Fresno, CA
- Satellite Site- Clovis Learning Center-1292 Shaw Ave., Clovis, CA

¹ FCSS Committee members who contributed to the development of this report are: Dr. Diane Lira-Deputy Supt., Kevin Otto-Deputy Supt. Business Services, Dr. Corey Greenlaw-Asst. Supt.-Education, Innovation, & Support, Tannon Pafford-Asst. Supt.-Human Resources, Jeff Becker-Executive Director-Facilities & Operations, Dr. Jeffrey Hunt-Director of Charter Schools, Cindy Schreiner-Human Resources Administrator, Morgan Willis-Credentials Analyst, Romy Chachere-Student Services Director, Daniel Soto-SELPA Compliance Officer, Gabriel Halls-Senior Director of External Finance

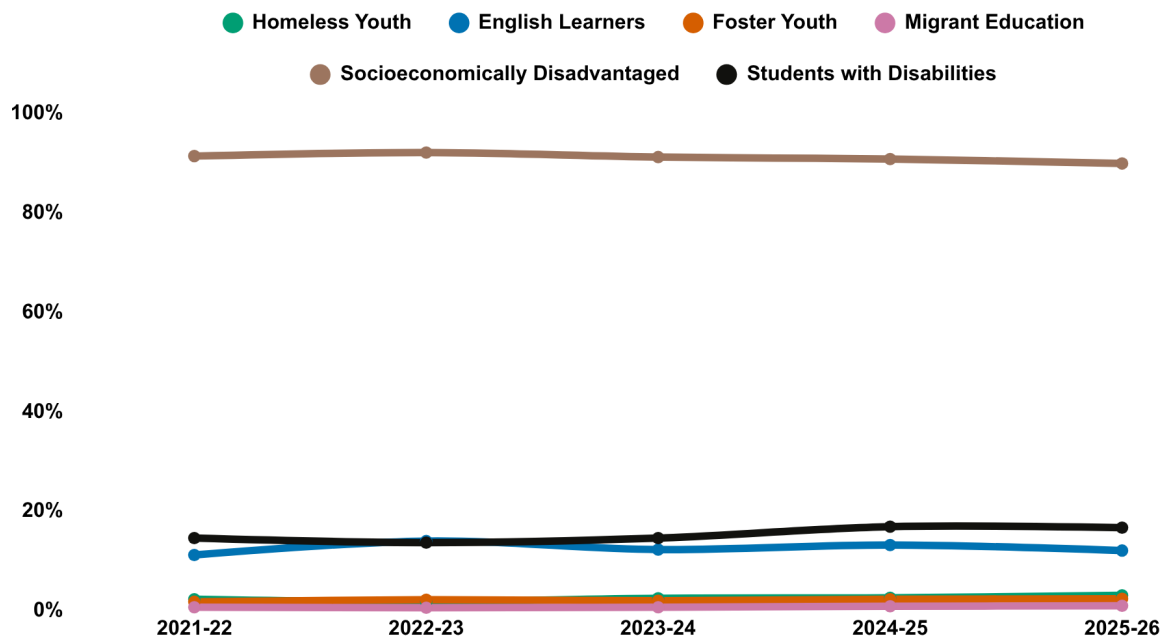
- Satellite Site- 115 Belmont Ave., Mendota, CA
- Satellite Site- 5659 Cesar Chavez Blvd, Fresno, CA

CVWPCS serves approximately 1,800 students between the four sites in a non-classroom-based format where each student is assigned a supervising teacher that manages their instructional courseload, administration of assessments, and academic progress. The majority of CVWPCS students meet with their teachers through weekly in-person appointments.

Charter School Enrollment (CDE DataQuest)

Multi-Year Enrollment Summary

Multi- Year Enrollment by Student Group



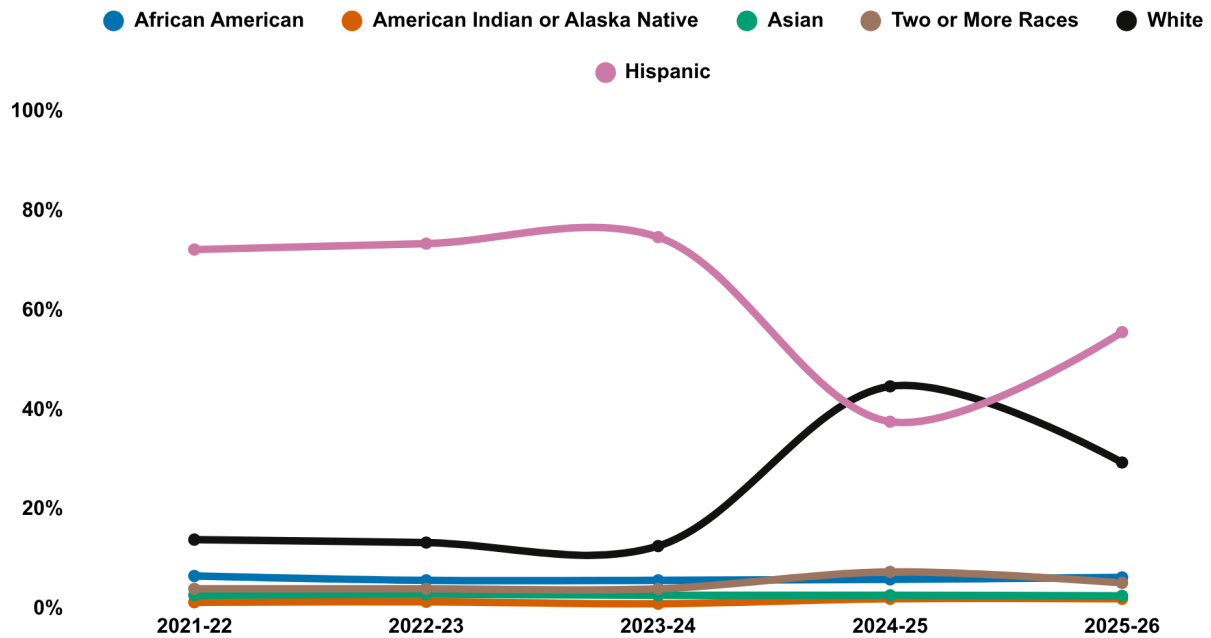
Subgroup	2021-22	2022-23	2023-24	2024-25	2025-26
English Learners	10.9%	13.7%	12.0%	12.9%	11.8%
Foster Youth	1.5%	1.9%	1.7%	2.0%	2.1%
Homeless Youth	2.0%	1.5%	2.2%	2.3%	2.8%
Migrant Education	0.4%	0.3%	0.4%	0.6%	0.7%
Students with Disabilities	14.3%	13.4%	14.3%	16.6%	16.4%



Socioeconomically Disadvantaged	91.1%	91.8%	90.9%	90.5%	89.6%
All Students	1,444	1,567	1,580	1,703	1624

Five – Year Census Day Enrollment by Race/Ethnicity

Multi- Year Enrollment by Student Ethnicity



Race/Ethnicity	2021-22	2022-23	2023-24	2024-25	2025-26
African American	6.30%	5.40%	5.40%	5.60%	6.0%
American Indian or Alaska Native	1.00%	1.10%	0.70%	1.70%	1.7%
Asian	2.40%	2.60%	2.40%	2.40%	2.3%
Hispanic	71.90%	73.10%	74.40%	37.30%	55.3%
Two or More Races	3.70%	3.70%	3.70%	7.10%	4.9%
White	13.60%	13.00%	12.30%	44.40%	29.1%
All Students	1,444	1,567	1,580	1,703	1624

Source: CDE DataQuest



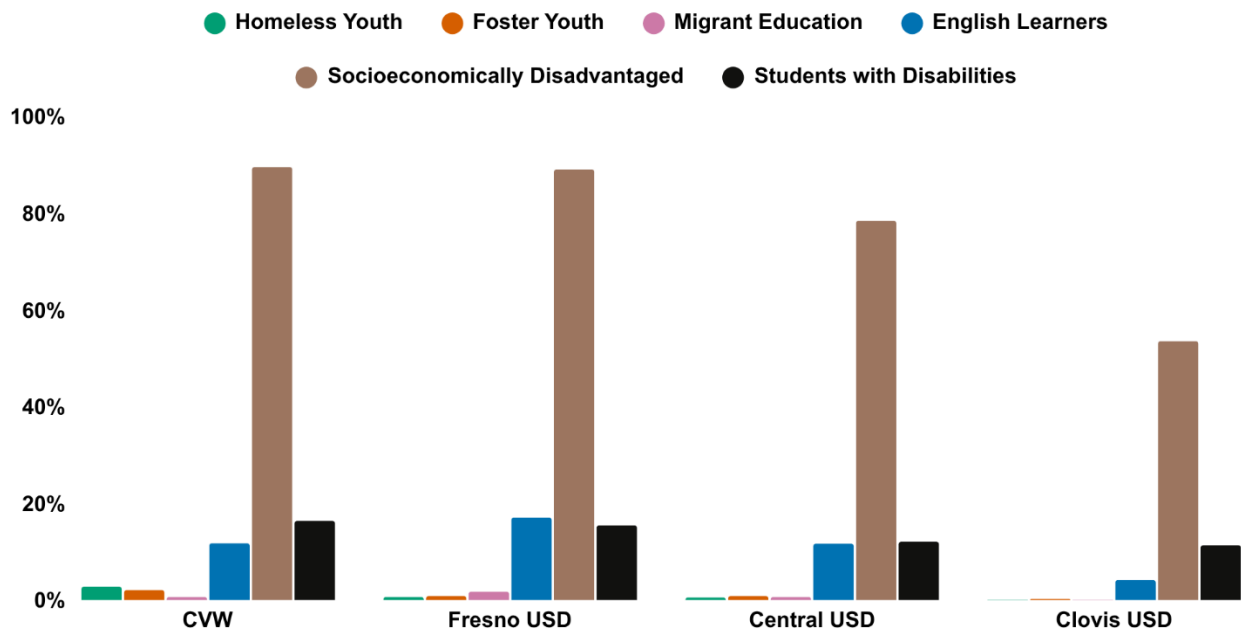
CVWPCS Site Enrollment-Estimated Percentage of Total Enrollment

Site	Approximate % of Enrollment
Manchester	54%
Clovis	20%
Mendota	7%
Sunnyside	19%
Total	1624

Source: Charter Provided

Fresno County Enrollment Comparisons (25-26)

Fresno County Enrollment Comparison(25- 26)



Subgroup	CVWPCS	Fresno USD	Clovis USD	Central USD
English Learners	11.8%	17.1%	4.2%	11.7%
Foster Youth	2.1%	0.9%	0.3%	0.9%
Homeless Youth	2.8%	0.7%	0.1%	0.6%

Migrant Education	0.7%	1.8%	0.1%	0.7%
Students with Disabilities	16.4%	15.5%	11.4%	12.1%
Socioeconomically Disadvantaged	89.6%	89.1%	53.6%	78.5%
All Students	1624	66,824	43,254	16,008

Source: CDE DataQuest

Multi-Year Enrollment Projections

CVWPCS	2026-2027	2027-2028	2028-2029
ADA	1,845	1,865	1,885
Census Day Enrollment	1,660	1,678	1,696

Source: Petition Multi-Year Projection-Exhibit S

A charter school’s Average Daily Attendance (ADA) can exceed its census day enrollment when the school operates a year-round, open-enrollment model with multiple attendance tracks, as is the case with CVWPCS. Under California attendance accounting rules, ADA reflects the average number of students in attendance across the entire reporting period, not a single-day snapshot. Schools that enroll students continuously throughout the year, particularly non-classroom-based or independent study programs, may serve a larger cumulative number of students over time than are enrolled on any one census date. As students enter and exit across different tracks, each student generates ADA for the portion of time they are enrolled and engaged. As a result, the total ADA calculated over the year can be higher than the enrollment count reported on census day, which captures only those students actively enrolled on that specific date.

Adult-Serving Charter Schools

As part of the high-school diploma program, CVWPCS serves adult students to age 24 under a provision established in EC 47612.1, through the Workforce Innovation and Opportunity Act, to educate adults seeking to attain a high-school diploma. The Education Code provides an exemption to the requirement that 19+ year-old students be continuously enrolled to enroll in an independent study high school.

§47612

- (a) A charter school shall be deemed to be under the exclusive control of the officers of the public schools for purposes of Section 8 of Article IX of the California Constitution, with regard to the appropriation of public moneys to be apportioned to any charter school, including, but not necessarily limited to, appropriations made for purposes of this chapter.
- (b) The average daily attendance in a charter school may not, in any event, be generated by a pupil who is not a California resident. To remain eligible for generating charter school



apportionments, a pupil over 19 years of age shall be continuously enrolled in public school and make satisfactory progress towards award of a high school diploma. The state board shall, on or before January 1, 2000, adopt regulations defining "satisfactory progress."

§47612.1

(a) Except for the requirement that a pupil be a California resident, subdivision (b) of Section 47612 shall not apply to a charter school program that provides instruction exclusively in partnership with any of the following:

- (1) The federal Workforce Innovation and Opportunity Act (29 U.S.C. Sec. 3101 et seq.).*
- (2) Federally affiliated Youth Build programs.*
- (3) Federal job corps training or instruction provided pursuant to a memorandum of understanding with the federal provider.*
- (4) The California Conservation Corps or local conservation corps certified by the California Conservation Corps pursuant to Section 14406 or 14507.5 of the Public Resources Code.*

(b) This section shall become operative on July 1, 2015.

(Amended by Stats. 2016, Ch. 186, Sec. 48. (AB 2659) Effective January 1, 2017.)

Dashboard Alternative School Status (DASS)

CVWPCS qualifies as a Dashboard Alternative School Status (DASS) charter. Schools that serve high-needs students but are not explicitly required to do so by Education Code, may apply for DASS status through the California Department of Education (CDE). These include: (1) alternative schools of choice and (2) charter schools that serve high-needs students. These schools must have an unduplicated count of at least 70 percent high-needs students within the school's cumulative enrollment (upon first entry to the school) to be eligible for DASS. The high-needs student groups include the following:

- Expelled (§48925[b]) including situations in which enforcement of the expulsion order was suspended (§48917)
- Suspended (§48925[d]) more than 10 days in a school year
- Wards of the Court (*Welfare and Institution Code [WIC] §601 or §602*) or dependents of the court (WIC §300 or 654)
- Pregnant and/or Parenting Youth
- Recovered Dropouts – State Board of Education (SBE) defines recovered dropouts based on §52052.3(b) as students who: (1) are designated as dropouts pursuant to the exit and withdraw codes in the California Longitudinal Pupil Achievement Data System (CALPADS), or (2) left school and were not enrolled in a school for a period of 180 days
- Habitually Truant (§48262) or Habitually Insubordinate and Disorderly whose attendance at the school is directed by a school attendance review board or probation officer (§48263)
- Retained more than once in kindergarten through grade eight



- Students who are credit deficient (i.e., students who are one semester or more behind in the credits required to graduate on time, per grade level, from the enrolling school's credit requirements)
- Students with a gap in enrollment (i.e., students who have not been in any school during the 45 days prior to enrollment in the current school, where the 45 days does not include non-instructional days such as summer break, holiday break, off-track, and other days when a school is closed)
- Students with high level transiency (i.e., students who have been enrolled in more than two schools during the past academic year or have changed secondary schools more than two times since entering high school)
- Foster Youth (*EC* §42238.01[b])
- Homeless Youth

II. CHARTER RENEWAL CRITERIA

The Charter Committee reviewed the CVWPCS Renewal Petition against the applicable standards established in Education Code §47605 and §47607, which establish the applicable criteria for granting or denying charter renewals.

47607(a)(1) A charter may be granted pursuant to §47605, §47605.5, §47605.6, and §47606 for a period not to exceed five years.

(2) A chartering authority may grant one or more subsequent renewals pursuant to subdivisions (b) and (c) and §47607.2. Notwithstanding subdivisions (b) and (c) and §47607.2, a chartering authority may deny renewal pursuant to subdivision [47607.2](e) [Fiscal, Governance, Not serving all students who wish to attend].

(3) A charter school that, concurrently with its renewal, proposes to expand operations to one or more additional sites or grade levels shall request a material revision to its charter. A material revision of the provisions of a charter petition may be made only with the approval of the chartering authority. A material revision of a charter is governed by the standards and criteria described in §47605.

(4) The findings of paragraphs (7) and (8) of subdivision (c) of §47605 shall not be used to deny a renewal of an existing charter school, but may be used to deny a proposed expansion constituting a material revision. For a material revision, analysis under paragraphs (7) and (8) of subdivision (c) of §47605 shall be limited to consideration only of the impact of the proposed material revision.

(5) The chartering authority may inspect or observe any part of the charter school at any time.

(b) Renewals and material revisions of charters are governed by the standards and criteria described in §47605, and shall include, but not be limited to, a reasonably



comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed.

- (c) (1) *As an additional criterion for determining whether to grant a charter renewal, the chartering authority shall consider the performance of the charter school on the state and local indicators included in the evaluation rubrics adopted pursuant to §52064.5.*

...

- (3) *For purposes of this section and §47607.2, “measurements of academic performance” means indicators included in the evaluation rubrics adopted pursuant to §52064.5 that are based on statewide assessments in the California Assessment of Student Performance and Progress system, or any successor system, the English Language Proficiency Assessments for California, or any successor system, and the college and career readiness indicator.*

- (4) *For purposes of this section and §47607.2, “subgroup” means numerically significant pupil subgroups as defined in paragraph (1) of subdivision (a) of §52052.*

- (5) *To qualify for renewal under clause (i) of subparagraph (A) or (B) of paragraph (2), subparagraph (A) of paragraph (1) or (2) of subdivision (a) of §47607.2, or paragraph (3) of subdivision (a) of §47607.2, the charter school shall have schoolwide performance levels on at least two measurements of academic performance per year in each of the two consecutive years immediately preceding the renewal decision. To qualify for renewal under clause (ii) of subparagraph (A) or (B) of paragraph (2), subparagraph (B) of paragraph (1) or (2) of subdivision (a) of §47607.2, or paragraph (3) of subdivision (a) of §47607.2, the charter school shall have performance levels on at least two measurements of academic performance for at least two subgroups. A charter school without sufficient performance levels to meet these criteria shall be considered under subdivision (b) of §47607.2.*

- (6) *For purposes of this section and §47607.2, if the dashboard indicators are not yet available for the most recently completed academic year before renewal, the chartering authority shall consider verifiable data provided by the charter school related to the dashboard indicators, such as data from the California Assessment of Student Performance and Progress, or any successor system, for the most recent academic year.*

- (7) *Paragraph (2) and subdivisions (a) and (b) of Section 47607.2 shall not apply to a charter school that is eligible for alternate methods for calculating the state and local indicators pursuant to subdivision (d) of Section 52064.5. In determining whether to grant a charter renewal for such a charter school, the chartering authority shall consider, in addition to the charter school’s performance on the state and local indicators included in the evaluation rubrics adopted pursuant to subdivision (c) of Section 52064.5, the charter school’s performance on alternative metrics applicable to the charter school based on the pupil population served. The*



chartering authority shall meet with the charter school during the first year of the charter school's term to mutually agree to discuss alternative metrics to be considered pursuant to this paragraph and shall notify the charter school of the alternative metrics to be used within 30 days of this meeting. The chartering authority may deny a charter renewal pursuant to this paragraph only upon making written findings, setting forth specific facts to support the findings, that the closure of the charter school is in the best interest of pupils.

...

§47607(d)(2) *When determining whether to grant a charter renewal, the chartering authority shall review data provided pursuant to paragraph (1), any data that may be provided to chartering authorities by the department, and any substantiated complaints that the charter school has not complied with subparagraph (J) of paragraph (5) of subdivision (c) of Section 47605 [suspensions or expulsions] or with subparagraph (J) of paragraph (5) of subdivision (b) of Section 47605.6 [suspensions or expulsions].*

(3) As part of its determination of whether to grant a charter renewal based on the criterion established pursuant to subdivision (c) and subdivisions (a) and (b) of Section 47607.2, the chartering authority may make a finding that the charter school is not serving all pupils who wish to attend and, upon making such a finding, specifically identify the evidence supporting the finding.

(e) Notwithstanding subdivision (c) and subdivisions (a) and (b) of Section 47607.2, the chartering authority may deny renewal of a charter school upon a finding that the school is demonstrably unlikely to successfully implement the program set forth in the petition due to substantial fiscal or governance factors, or is not serving all pupils who wish to attend, as documented pursuant to subdivision (d). The chartering authority may deny renewal of a charter school under this subdivision only after it has provided at least 30 days' notice to the charter school of the alleged violation and provided the charter school with a reasonable opportunity to cure the violation, including a corrective action plan proposed by the charter school. The chartering authority may deny renewal only by making either of the following findings:

(1) The corrective action proposed by the charter school has been unsuccessful.

(2) The violations are sufficiently severe and pervasive as to render a corrective action plan unviable.

Education Code §47605 establishes the criteria for reviewing a charter petition. According to EC §47605(b)-(c):

(b) No later than 60 days after receiving a petition, in accordance with subdivision (a), the governing board of the school district shall hold a public hearing on the provisions of the charter, at which time the governing board of the school district shall consider the level of support for the petition by teachers employed by the school district, other employees of the



school district, and parents. Following review of the petition and the public hearing, the governing board of the school district shall either grant or deny the charter within 90 days of receipt of the petition, provided, however, that the date may be extended by an additional 30 days if both parties agree to the extension. A petition is deemed received by the governing board of the school district for purposes of commencing the timelines described in this subdivision on the day the petitioner submits a petition to the district office, along with a signed certification that the petitioner deems the petition to be complete. The governing board of the school district shall publish all staff recommendations, including the recommended findings and, if applicable, the certification from the county superintendent of schools prepared pursuant to paragraph (8) of subdivision (c), regarding the petition at least 15 days before the public hearing at which the governing board of the school district will either grant or deny the charter. At the public hearing at which the governing board of the school district will either grant or deny the charter, petitioners shall have equivalent time and procedures to present evidence and testimony to respond to the staff recommendations and findings.

(c) In reviewing petitions for the establishment of charter schools pursuant to this section, the chartering authority shall be guided by the intent of the Legislature that charter schools are and should become an integral part of the California educational system and that the establishment of charter schools should be encouraged. The governing board of the school district shall grant a charter for the operation of a school under this part if it is satisfied that granting the charter is consistent with sound educational practice and with the interests of the community in which the school is proposing to locate. The governing board of the school district shall consider the academic needs of the pupils the school proposes to serve. The governing board of the school district shall not deny a petition for the establishment of a charter school unless it makes written factual findings, specific to the particular petition, setting forth specific facts to support one or more of the following findings:

- (1) The charter school presents an unsound educational program for the pupils to be enrolled in the charter school.*
- (2) The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition.*
- (3) The petition does not contain the number of signatures required by subdivision (a).*
- (4) The petition does not contain an affirmation of each of the conditions described in subdivision (e).*
- (5) The petition does not contain reasonably comprehensive descriptions of all of the [elements established in 47605.6(b)(5)(A-P)]*

...



- (6) *The petition does not contain a declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code.*

III. CHARTER PETITION REVIEW COMMITTEE ANALYSIS

Information regarding CVWPCS’s past performance has been collected through statutory data submission and regular interaction between CVWPCS and FCSS throughout the current charter term. Throughout the current charter term, FCSS team members participated in annual site visits (EC §47604.32(b)) and ongoing oversight at CVWPCS.

Conversations with CVWPCS Parents

Five parents were interviewed as part of the charter renewal site visit. Parents described the school as a highly supportive, relationship-centered environment that has had a transformative impact on their children academically, socially-emotionally, and personally. Families consistently emphasized that they chose the school because traditional school settings did not meet their children’s academic, behavioral, or mental health needs, while the school’s flexible schedule, independent study model, smaller class sizes, and individualized support allowed students to learn at their own pace and regain confidence. Parents repeatedly highlighted the strong relationships between staff, students, and families, noting that teachers and staff are accessible, responsive, and deeply invested in student success, often providing immediate communication, emotional support, and personalized interventions during times of crisis. Several parents shared significant examples of student growth, including improved mental health, reduced behavioral challenges, increased engagement, and successful graduation outcomes after prior struggles with anxiety, discipline, substance abuse, or emotional instability. Parents also praised the school’s welcoming, nonjudgmental culture and described the environment as family-oriented, collaborative, and emotionally safe for both students and families. Academically, parents expressed appreciation for the balance of challenge and support provided by teachers, as well as the school’s ability to adapt to individual student needs rather than requiring students to fit a traditional system. While overall feedback was overwhelmingly positive, some parents suggested expanding student recognition systems, incentives, and supports that promote student pride, confidence, and self-esteem. Overall, parents conveyed strong confidence in the school’s ability to support students’ academic progress, emotional well-being, and preparation for future success, describing the school as supportive, encouraging, effective, and a “safe haven” for students and families.

Conversations with CVWPCS Students

Ten students were interviewed between two CVWPCS campuses. Students described a highly positive experience at CVWPCS, emphasizing the flexibility, supportive environment, and individualized learning model as key factors in their academic and personal growth. Students shared that they had previously struggled in traditional or homeschool settings, including challenges with motivation, mental health, anxiety, or credit deficiencies, but reported that the



school's flexible schedule, independent study structure, and supportive staff helped them regain confidence, improve their well-being, and make significant academic progress, including credit recovery and, in some cases, accelerated graduation. Students consistently stated that teachers know them personally, provide meaningful support, and offer accessible academic assistance through tutoring, labs, and step-by-step guidance while fostering respectful and encouraging relationships. Students also reported feeling safe, included, and respected, noting a welcoming school culture characterized by reduced drama, strong teacher connections, counseling support, and opportunities for activities and school events, although some expressed a desire for additional opportunities for peer interaction and social engagement.

Students demonstrated a range of college and career aspirations and generally felt the school had helped them build the motivation and academic foundation necessary for their future goals. However, members of the Charter Committee noted a concern related to students' understanding of postsecondary readiness and graduation pathways. Two 15–16-year-old students interviewed indicated that the school is known among peers as a place where students can enroll and complete high school in less than two years. Although both students reported being on an accelerated path toward graduation, neither could recall discussions with teachers regarding A-G requirements or Career Technical Education (CTE) pathway completion. Their responses suggested limited awareness of how accelerated graduation plans align with broader college and career readiness opportunities.

Conversations with CVWPCS Staff

Teachers and staff described the school as a highly collaborative, mission-driven environment with strong staff morale, long-term retention, and a shared commitment to student success. Staff consistently emphasized that the school's greatest strengths include supportive leadership, meaningful professional relationships, opportunities for growth, and a workplace culture where staff feel heard, valued, and connected. Many staff members noted their long tenure at the school and expressed a strong sense of dedication to the school's unique educational model and transformational impact on students. Staff described decision-making as collaborative and data-driven, with teachers actively participating in Professional Learning Communities (PLCs), analyzing student data, identifying trends, and contributing feedback that directly informs school improvement efforts and alignment with the school's mission and vision. Academically, staff reported using diagnostic assessments, including NWEA, progress monitoring, scaffolding, differentiated instruction, and targeted interventions such as ELD support and IXL to address students' varied academic needs, particularly for students entering below grade level. Staff also emphasized strong communication and collaboration systems, including student "handoffs" and shared student background information, to ensure continuity of support and relationship-building across staff. In addition to maintaining a strong focus on graduation rates, CAASPP and CAST performance, and increasing student achievement in English and math, staff highlighted ongoing efforts to build student confidence, engagement, and ownership of learning. Staff also described a robust and expanding approach to college and career readiness through dual enrollment opportunities, college and career fairs, trade school presentations, guest speakers, field trips, and individualized planning conversations between students, teachers, and counselors. Overall, staff



conveyed a strong belief that the school's personalized, relationship-based approach is transformational for students and effectively prepares them for postsecondary success.

Public Hearing

During the June 18, 2026 County Board meeting, the County Board held a public hearing to consider the level of support for the renewal petition. CVWPCS representatives presented information regarding the school's educational program, student demographics, and outcomes. Area Superintendent Gagandeep Gill provided an overview of the program, parent and student survey results, and the school's Dashboard Alternative School Status (DASS) designation while highlighting the characteristics of the students served. Principal Ide Tarango described the academic needs of students upon enrollment, noting that many enter significantly below grade level in English Language Arts and Mathematics. She outlined the school's broad course of study, including dual enrollment opportunities and career technical education pathways, and reported growth in the English learner population accompanied by strong reclassification rates. Tarango also reviewed CAASPP participation and achievement results, identifying ELA and mathematics as ongoing areas of focus, while highlighting additional indicators such as graduation rates, enrollment growth, and the school's fiscal soundness. Social science teacher Tyler Kirby spoke to the flexibility of the instructional model and the strong relationships between staff and students, emphasizing the school's ability to individualize instruction and provide meaningful support for students.

Students, parents, and community partners provided testimony in support of the renewal petition. Student Ryan Davies shared that CVWPCS's individualized approach and supportive staff helped prevent him from dropping out of high school and provided opportunities for civic engagement and college exposure. CVWPCS graduate Sugar Mejia described CVWPCS as transformative, stating that the school's personalized support helped her develop confidence, resilience, and leadership skills through enrichment activities and interactions with community leaders. Parent Mimi Jimerson testified that CVWPCS successfully met the needs of her twin daughters after other educational settings had not, noting significant academic growth, increased confidence, and participation in extracurricular opportunities. Jason Hanno, President of the Fresno County Boys & Girls Club, highlighted the value of the organization's partnership with CVWPCS, while Travis Kirby of Mendota Unified School District described the positive impact of the school's Mendota campus on Mendota High School students in the greater Mendota community. Collectively, speakers emphasized the school's personalized learning environment, supportive culture, and positive impact on students and families.

Educational Program Analysis

This section continues with a summary of the Charter Committee's analysis related to the criteria outlined in Section II of this report. For each criterion, the page numbers where supporting information can be found in the Renewal Petition are provided. Charter Committee comments are provided where needed for clarity.



EC §47605(c)(1) [Does the charter school present a sound educational program for the pupils to be enrolled in the charter school?]

Yes

Petition Descriptions

The CVWPCS petition presents a detailed overview of CVWPCS’s educational program, outlining its target student population, defining the characteristics of an “educated person” in the 21st century, and explaining instructional strategies for its non-classroom-based program. The petition emphasizes CVWPCS’s commitment to preparing students for college and careers. Additionally, it includes specific support provisions for students with exceptional needs, including Students with Disabilities, English Learners, high-performing students, and those needing additional academic assistance.

EC §47605(c)(2) [Are the petitioners likely to successfully implement the program set forth in the petition?]

Yes

Leadership

CVWPCS has experienced stable leadership over the charter term. CVWPCS’s leadership team is composed of:

Shellie Hanes, Superintendent

Gagandeep Gill, Area Superintendent

Ide Rodriguez-Tarango, Principal

Educational Program

CVWPCS’ educational program is designed to provide a personalized, trauma-informed, and flexible learning environment that supports students academically, socially-emotionally, and in preparation for college and career success. The school serves many students who have struggled in traditional settings by offering individualized learning plans, one-on-one and small group instruction, flexible pacing, and blended learning opportunities that allow students to recover credits, accelerate progress toward graduation, and build confidence as independent learners. Academically, the program emphasizes high expectations, standards-aligned instruction, regular diagnostic assessments, targeted interventions, tutoring, and differentiated supports, including scaffolding, IXL, English Intensive courses, and Small Group Instruction to address learning gaps and improve achievement. Social-emotionally, the school prioritizes relationship-building, restorative and trauma-informed practices, counseling services, student retention supports, and wraparound interventions that address barriers such as mental health, attendance, homelessness, foster care status, and other adverse experiences, while fostering a safe, inclusive, and respectful school culture. The school’s college and career readiness program is embedded throughout the educational experience and includes work readiness courses, dual enrollment opportunities, career exploration, internships, apprenticeships, field trips, college and career fairs, workforce development partnerships through WIOA, and individualized postsecondary planning designed to prepare students for higher education, technical training, and employment. Crescent View West also provides comprehensive support for English Learners, Students with Disabilities, and other students with exceptional needs through integrated and designated ELD instruction, SDAIE strategies, accessible curriculum, individualized interventions, SST processes, Section 504 and special education referrals, assistive technology, multilingual supports, and differentiated instructional approaches that ensure equitable access to learning and meaningful participation for all students.



Fiscal Management

Crescent View West is in a healthy financial position. The school projects its reserve funding to remain in the mid-30% range over the multi-year projection period, and even to grow slightly during that time. Since the 2019-20 fiscal year, CVW’s reserves increased from 13.58% to a projected 39.94% by the end of 2026-27. Average daily attendance has recovered to 1,798, reported for 2025-26 P-2, approaching the pre-pandemic high of 1,851 in 2019-20. This data indicates stable financial planning and enrollment.

Students with Disabilities

Crescent View West demonstrates a structured and responsive program for Students with Disabilities, serving approximately 17% of its student population, a percentage that has remained consistent over time, across a range of eligibility categories. The program reflects an individualized approach, with systems for early identification, ongoing progress monitoring, and targeted intervention, alongside support for students’ social-emotional and behavioral needs. Staff are appropriately credentialed and trained to provide access to accommodations and special education services while maintaining IEP compliance, SEIS and CALPADS reporting compliance, and CDE state reporting. There are no current due process hearings or state complaints. Crescent View West is in good standing with the Fresno County Charter SELPA, reflecting strong adherence to state and federal requirements.

Facilities

Charter Committee team members visit CVWPCS sites each year as part of the annual oversight. Charter facilities were rated as Exemplary during the Fall, 2025 facility inspections.

EC §47605(c)(3) The Petition contains the number of signatures required by subdivision (a). (Y/N/NA)

NA-This is not required for renewals

EC §47605(c)(4) [Does the petition contain an affirmation of each of the conditions described in §47605.6(e)]? (Y/N)

Yes- Signed Affirmations can be found on pages 13-16 of the petition. The petition contains all required affirmations.

EC §47605(c)(5) Charter Petition Elements

Does the petition contain reasonably comprehensive descriptions of all of the following?

(YES/NO/NA)



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

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

(iii) If the proposed charter school will serve high school pupils, the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A to G” admissions criteria may be considered to meet college entrance requirements.

YES- The written description of the educational program contains the required components as required in EC §47605(c)(5)(A) as well as addresses annual goals and associated actions related to the eight state priorities associated with the Local Control Funding Formula and Common Core State Standards. Element A of the CVWPCS petition is on pages 143-202

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

Yes-Pupil outcomes aligned with the eight state priorities and CVWPCS measurable outcomes are described in Element B of the renewal petition on pages 203-209 and the CVWPCS 2026-27 [Local Control and Accountability Plan](#) (LCAP).

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



Yes- Element C of the renewal petition identifies the methods by which pupil progress will be measured. This description includes both the method and frequency of assessment methods. The petition also describes the methods the charter will use to review and respond to assessment data to meet the educational needs of all students. Along with required standardized testing, CVWPCS will continue to use NWEA Measures of Academic Progress (MAP) assessment, benchmark assessments, student grades, credit completion rate, and other mechanisms to monitor student progress towards standards mastery. The petition also states that pursuant to EC §47606.5 CVWPCS will produce a Local Control Accountability Plan, which shall update the goals and annual actions to achieve the goals in alignment with the State Priorities, on the approved LCAP template. Element C of the petition is located on pages 210-211 of the petition.

EC §47605(c)(5)(D) *The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement.*

Yes- Element D of the CVWPCS charter petition provides a comprehensive explanation of the CVWPCS governance structure, including the process to be followed by the charter school to ensure parental involvement. CVWPCS contracts for various administrative and education support services from a supporting organization, Lifelong Learning Administration Corporation (LLAC), a California nonprofit public benefit corporation. LLAC provides contracted services to the CVWPCS governing board and school leaders in many areas including: finance, facilities, back office, academic, special education, marketing, and administrative support services. CVWPCS's board of directors monitors and assesses LLAC's performance. CVWPCS's board of directors maintains ultimate decision-making authority and fiduciary responsibility for the school including, but not limited to, governance, operations, and student outcomes. Element D of the petition is located on pages 212-217.

EC §47605(c)(5)(E) *The qualifications to be met by individuals to be employed by the charter school.*

Yes- Element E of the CVWPCS charter petition describes the required qualifications of employees of CVWPCS. Element E of the petition is located on pages 218-220 of the petition.

EC §47605(c)(5)(F) *The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:*

(i) That each employee of the charter school furnish the charter school with a criminal record summary as described in §44237.

(ii) For all schools, the development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (M), inclusive, of paragraph (2) of subdivision (a) of §32282. For schools serving pupils in any of grades 7 to 12, inclusive,



the development of a school safety plan shall also include the safety topic listed in subparagraph (N) of paragraph (2) of subdivision (a) of §32282.

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

Yes- Element F of the CVWPCS petition includes detailed procedures for maintaining a safe and healthy environment for pupils and staff. The section includes fingerprint requirements and the development and implementation of a Comprehensive Safety plan reviewed and adopted by March 1 of each year. The most recent CVWPCS Comprehensive school safety plan was adopted by the CVWPCS board during their December 4, 2025 board meeting. Element F of the petition is located on pages 221-227.

EC §47605(c)(5)(G) *The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils as defined by the evaluation rubrics in §52064.5, that is reflective of the general population residing within the territorial jurisdiction of the county board of education to which the charter petition is submitted. Upon renewal, for a charter school not deemed to be a local educational agency for purposes of special education pursuant to §47641, the chartering authority may consider the effect of school placements made by the chartering authority in providing a free and appropriate public education as required by the federal Individuals with Disabilities Education Act (Public Law 101-476), on the balance of pupils with disabilities at the charter school.*

Yes- Element G of the CVWPCS Renewal petition describes a student recruitment strategy that attempts to achieve a balance in student demographics reflective of students residing within the territorial jurisdiction of Fresno County. Element G of the CVWPCS petition is located on pages 228-234.

EC §47605(c)(5)(H) *Admission policies and procedures, consistent with EC §47605(e).*

Yes- Element H of the renewal petition provides a description of the CVWPCS admission policies and procedures. Element H includes required language consistent with EC §47605(e). The admissions policy is located on pages 235-237 of the petition.

EC §47605(c)(5)(I) *The manner in which annual, independent financial audits shall be conducted, in accordance with regulations established by the state board, and the manner in which audit exceptions and deficiencies shall be resolved.*

Yes- Element I of the renewal petition describes the process CVWPCS applies for conducting an annual financial audit. The CVWPCS Public Charter annual audits have resulted in 0



unresolved audit findings during the prior charter petition period. Element I of the petition is located on page 238.

EC §47605(c)(5)(J) *The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:*

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

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

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

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

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian, or, if the pupil is a homeless child or youth, or a foster child or youth, in the native language of the homeless or foster child's educational rights holder. In the case of a foster child or youth, the written notice shall also be provided to the foster child's attorney and county social worker. If the pupil is an Indian child, as defined in §224.1 of the Welfare and Institutions Code, the written notice shall also be provided to the Indian child's tribal social worker and, if applicable, county social worker. The written notice shall inform the pupil, the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, county social worker of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, or county social worker, or the Indian child's tribal social worker or, if applicable, county social worker initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).



(iv) A foster child's educational rights holder, attorney, and county social worker and an Indian child's tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information.

Yes- Element J of the renewal petition describes the procedures by which pupils can be suspended or expelled from CVWPCS for disciplinary reasons or otherwise involuntarily removed from CVWPCS for any reason as required by EC 47605.6(b)(5)(J). Element J of the CVWPCS petition is found on pages 239-262.

EC §47605(c)(5)(K) *The manner by which staff members of the charter school will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security.*

Yes- Element K of the renewal petition describes the manner by which staff members of the charter school will be covered by the State Teachers Retirement System, the Public Employees Retirement System, or federal social security. As stated in the petition, all CVWPCS employees participate in the federal social security system. CVWPCS also offers a 403(b)-retirement savings plan to all eligible employees.

Element K is located on page 263 of the petition.

EC §47605(c)(5)(L) *The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.*

Yes- Element L of the renewal petition describes public school attendance alternatives for students residing within the school district who choose not to attend the charter school. Element L of the CVWPCS petition is located on page 264 of the petition.

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

Yes- Element M of the renewal describes the rights of a CVWPCS employee upon leaving employment at CVWPCS. Element M is found on page 265 of the petition.

EC §47605(c)(5)(N)-*The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to provisions of the charter.*



Yes- Element N of the CVWPCS petition describes the procedures to be followed by the charter school and charter authority to resolve disputes relating to provisions of the charter. Element N of the petition is located on pages 266-267 of the petition.

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

Yes- Element O of the petition includes a description of the procedures to be used if the charter school closes. Closing procedures are located on pages 268-269 of the petition.

EC §47605(c)(6) *A declaration of whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for purposes of the Educational Employment Relations Act (Chapter 10.7 (commencing with §3540) of Division 4 of Title 1 of the Government Code).*

Yes- The petition includes a signed declaration that CVWPCS shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act. A signed affirmation is located on Page 13 of the petition.

EC §47605(c)(7) *The charter school is demonstrably unlikely to serve the interests of the entire community in which the school is proposing to locate. Analysis of this finding shall include consideration of the fiscal impact of the proposed charter school. A written factual finding under this paragraph shall detail specific facts and circumstances that analyze and consider the following factors:*

(A) The extent to which the proposed charter school would substantially undermine existing services, academic offerings, or programmatic offerings.

(B) Whether the proposed charter school would duplicate a program currently offered within the school district and the existing program has sufficient capacity for the pupils proposed to be served within reasonable proximity to where the charter school intends to locate.

NA- While the findings in EC §47605(c)(7) and (8) are not applicable to a renewal itself, they can be used to deny a proposed expansion that constitutes a material revision to the charter.

EC §47605(c)(8) The school district is not positioned to absorb the fiscal impact of the proposed charter school. A school district satisfies this paragraph if it has a qualified interim certification pursuant to §42131 and the county superintendent of schools, in consultation with the County Office Fiscal Crisis and Management Assistance Team, certifies that approving the charter school would result in the school district having a negative interim certification pursuant to §42131, has a negative interim certification pursuant to §42131, or is under state



receivership. Charter schools proposed in a school district satisfying one of these conditions shall be subject to a rebuttable presumption of denial.

NA- While the findings in EC §47605(c)(7) and (8) are not applicable to a renewal itself, they can be used to deny a proposed expansion that constitutes a material revision to the charter.

IV. CHARTER SCHOOL ACADEMIC PERFORMANCE

EC §47607(c)(1) states: *As an additional criterion for determining whether to grant a charter renewal, the chartering authority shall consider the performance of the charter school on the state and local indicators included in the evaluation rubrics adopted pursuant to §52064.5.*

Has the Charter School met academic performance requirements specified in EC §47607(c)(1) and §47607(c)(7)? (YES/NO/NA)

§47607(c) (1) As an additional criterion for determining whether to grant a charter renewal, the chartering authority shall consider the performance of the charter school on the state and local indicators included in the evaluation rubrics adopted pursuant to §52064.5.

(c)(7)...In determining whether to grant a charter renewal for such a charter school, the chartering authority shall consider, in addition to the charter school's performance on the state and local indicators included in the evaluation rubrics adopted pursuant to subdivision (c) of §52064.5, the charter school's performance on alternative metrics applicable to the charter school based on the pupil population served.

Yes- In considering the charter school's performance on the state and local indicators included in the evaluation rubrics adopted pursuant to subdivision (c) of §52064.5, and alternative metrics established between the charter and authorizer, the charter review team has determined that the charter school's academic performance meets the requirement for renewal. Section IV provides outcomes on the evaluation rubrics adopted pursuant to subdivision (c) of §52064.5, as represented on the [California Accountability Dashboard](#), and alternative metrics established between the charter and authorizer.

Academic Performance and Charter Outcomes

As a Dashboard Alternative School Status (DASS) charter school serving students who are often credit deficient, disengaged from traditional educational settings, or otherwise at risk of not graduating, CVWPCS's student outcomes present a mixed but generally favorable picture when considered within the context of the student population served. The school demonstrates exceptionally strong performance on several measures most closely aligned with its mission of re-engaging students and supporting high school completion. Most notably, CVWPCS achieved a 2024-25 DASS One-Year Graduation Rate of 97.9%, significantly exceeding comparable Fresno-area DASS charter schools and maintaining rates above 90% throughout the charter term. The school also maintained strong assessment participation rates that exceeded state requirements, reported a 0% suspension rate across all student groups, and improved its English



Learner Progress Indicator (ELPI) from 36.4% to 52.4% in 2024-25, indicating substantial progress toward English language proficiency. Additional local measures approved by the Fresno County Board demonstrate consistent student growth on NWEA MAP assessments, with more than 50% of students meeting projected growth targets in both reading and mathematics for three consecutive years.

Academic achievement outcomes on statewide assessments remain an area of concern. While CVWPCS compares favorably to several local DASS charter schools in English language arts, overall student achievement remains below state standards. In 2024-25, students scored 37.6 points below standard in ELA and 154.5 points below standard in mathematics on the California Dashboard. Mathematics performance remains particularly low, with only 5.74% of Grade 11 students meeting or exceeding standards on the CAASPP assessment. Although ELA performance showed modest improvement in 2024-25 following two years of decline, mathematics outcomes have remained relatively stagnant throughout the charter term. Outcomes for English learners and students with disabilities also continue to lag behind schoolwide performance levels.

College and career readiness indicators present another area for continued improvement. While the College/Career Indicator increased from 3.8% in 2022-23 to 7.2% in 2024-25, performance remains substantially below local districts and statewide averages. Similarly, the traditional four-year graduation rate remains low at 25.8%, though this outcome is expected given the school's DASS designation and the large number of students who enter significantly behind in credits. The school's cohort dropout rate, while improving to 33.7% in 2024-25, remains elevated and reflects the challenges associated with serving a highly mobile and academically at-risk student population.

Consistent with Education Code Section 47607(c)(7), the County Board must consider both Dashboard indicators and alternative metrics applicable to the students served. CVWPCS met nine of ten Board-adopted DASS alternative metrics during the renewal term. The school met targets related to NWEA reading and mathematics growth, English learner progress, statewide assessment participation, English language arts performance, one-year graduation rates, and overall student success measures. The only metric not met was the CAASPP mathematics achievement target. Taken as a whole, the evidence suggests that CVWPCS is successfully advancing its core mission of re-engaging students, promoting persistence, and supporting high rates of graduation among students who are at significant risk of educational failure, while continuing to face challenges in accelerating academic achievement and improving college and career readiness outcomes.



Student Test Participation Rates

2023 SBAC	2024 SBAC	2025 SBAC
ELA = 99% Math = 99%	ELA = 99% Math = 99%	ELA = 98% Math = 98%
2023 CAST	2024 CAST	2025 CAST
100%	93%	100%

Source: CDE Data Quest CAASPP Test Results @ <https://caaspp-elpac.cde.ca.gov/caaspp/>

English-Language Arts-Distance from Standard

(Note) Represents student groups with 30+ participants

Student Group	2021-22	2022-23	2023-24	2024-25
All Students	-29.5	-38.5	-44	-37.6
Socioeconomically Disadvantaged	-30.9	-39.8	-49.9	-40.3
Students with Disabilities	-114.7	-134.7	-122	-105.5
Hispanic	-33.2	-34.8	-44.5	-42.3
White	Data Not Available	Data Not Available	-23.1	-23.4

Source: California Dashboard

CAASPP ELA Grade 11 Percent that Meets/Exceeds Standard (2021-2025) Grade 11

Student Group	2021-22	2022-23	2023-24	2024-25
All Students	38.75%	38.37%	31.81%	35.97%
English Learners	0.00%	10.71%	3.33%	0.00%
SED	37.55%	36.95%	31.42%	34.93%
Students with Disabilities	12.51%	8.00%	6.38%	5.08%

Source: CDE DataQuest



CAASPP ELA Grade 11 Percent that Meets/Exceeds Standard- School Comparison (2025)

Grade Level	Big Picture Educational Academy	Carter G. Woodson Charter	School of Unlimited Learning Charter	CVWPCS
All Students	15.86%	11.45%	13.12%	35.97%
English Learners	No Data	5.26%	No Data	0.00%
SED	16.66%	11.29%	13.55%	34.93%
Students with Disabilities	No Data	5.88%	No Data	5.08%

Source: CDE DataQuest

Mathematics-Distance from Standard

Student Group	2021-22	2022-23	2023-24	2024-25
All Students	-158.1	-160.8	-148.7	-154.5
Socioeconomically Disadvantaged	-162.5	-164.2	-149.6	-156.8
Students with Disabilities	-231.9	-223.8	-203.6	-210.4
Hispanic	-158.9	-155.5	-150.8	-160.1
White	Data Not Available	Data Not Available	-143.3	-143.4

Source: California Dashboard

CAASPP Math Grade 11 Percent that Meets/Exceeds Standard (2022-2025)

Student Group	2021-22	2022-23	2023-24	2024-25
All Students	2.95%	4.08%	6.00%	5.74%
English Learners	0.00%	0.00%	3.33%	0.00%



SED	1.69%	4.42%	5.73%	5.15%
Students with Disabilities	0.00%	0.00%	2.13%	0.00%

Source: CDE DataQuest

**CAASPP Math Grade 11 Percent that Meets/Exceeds Standard- School Comparison (2025)
Grade 11**

Grade Level	Big Picture Educational Academy	Carter G. Woodson Charter	School of Unlimited Learning Charter	CVWPCS
All Students	2.44%	2.29%	0.00%	5.74%
English Learners	No Data	0.00%	No Data	0.00%
SED	3.70%	1.62%	0.00%	5.15%
Students with Disabilities	No Data	0.00%	No Data	0.00%

Source: CDE DataQuest

English Learner Progress

Student Group	2021-22	2022-23	2023-24	2024-25
All Students	49.2%	42%	36.4%	52.4%
Long-Term English Learner	Data Not Available	Data Not Available	40.2%	56%

Source: California Dashboard

English Learner Progress – School Comparison

Charter	2022	2023	2024	2025
Crescent View West Charter	49.2%	42%	36.4%	52.4%
Big Picture Educational Academy	37.5%	53.6%	39.3%	60%
Carter G. Woodson Public Charter	48.8%	65.1%	44.6%	52.4%
School of Unlimited Learning	NA	61.1%	36.1%	38.1%

Source: California Dashboard



College/Career Indicator (Grade 12)

Student Group	2022-23	2023-24	2024-25
All Students	3.8%	6.1%	7.2%
English Learner	1%	4.1%	3.9%
Homeless	2%	3.9%	3.6%
Long-Term English Learner	Data Not Available	4.7%	4.5%
Socioeconomically Disadvantaged	3.3%	6%	6.2%
Hispanic	3.3%	6.1%	7.8%
White	5.8%	7.5%	7.1%

Source: California Dashboard

College/Career Indicator - School Comparison

Charter School	2023	2024	2025
Crescent View West Charter	3.8%	6.1%	7.2%
Big Picture Educational Academy	0%	1%	2.2%
Carter G. Woodson Public Charter	0%	9.2%	77.3%
School of Unlimited Learning	5.2%	4.6%	13.1%

Source: California Dashboard

College/Career Indicator – District Comparison

Charter School	2023	2024	2025
Crescent View West	3.8%	6.1%	7.2%
Central Unified School District	27%	31.2%	38.8%
Clovis Unified School District	64.3%	66.4%	71.2%
Fresno Unified School District	40.2%	43.1%	50.3%
CA Statewide	43.9%	45.3%	51.7%

Source: California Dashboard

Graduation Rate

Student Group	2021-22	2022-23	2023-24	2024-25
All Students	24.9%	24.1%	23.4%	25.8%
English Learners	19.3%	26.5%	20.4%	19.4%
Homeless	21.2%	7.5%	24.1%	29.5%
Socioeconomically Disadvantaged	25%	23.3%	23%	25%
Students with Disabilities	19.2%	32.2%	24%	21.8%
African American	22.2%	36.7%	9.3%	17.4%
Hispanic	23.7%	22.6%	23.6%	33.7%
White	35.5%	25.9%	31%	17.6%

Source: California Dashboard

Graduation Rate – School Comparison

Charter School	2022	2023	2024	2025
Crescent View West Charter	24.9%	24.1%	23.4%	25.8%
Big Picture Educational Academy	68.1%	55.7%	32.8%	31.3%
Carter G. Woodson Public Charter	75.5%	69.2%	78.7%	81.5%
School of Unlimited Learning	64.5%	58%	59%	60.8%



One-Year Graduation Rate – DASS

The DASS 1-Year Graduation Rate is a measure in the California School Dashboard that reports the percentage of eligible Dashboard Alternative School Status (DASS) students who earn a high school diploma within one year of being classified as Grade 12, reflecting short-term graduation outcomes for alternative schools. No color is assigned for this indicator.

Student Group	2021-22	2022-23	2023-24	2024-25
All Students	97.6%	91.3%	94.1%	97.9%
English Learners	95.2%	87.5%	95.7%	96.8%
Homeless	100%	No Data	90.5%	100%
SED	97.3%	91.2%	94.0%	98.1%
Students with Disabilities	93.1%	93.9%	100%	95.3%
African American	100%	93.8%	92.9%	100%
Hispanic	98.3%	89.9%	93.1%	98%
White	94.9%	90.9%	100%	97.9%

Source: California Dashboard Additional Reports

One-Year Graduation Rate – DASS – School Comparison

Charter School	2021-22	2022-23	2023-24	2024-25
Crescent View West Charter	97.6%	91.3%	94.1%	97.9%
Big Picture Educational Academy	72.9%	66.3%	59.8%	58.9%
Carter G. Woodson Public Charter	79.0%	76.0%	82.9%	80.5%
School of Unlimited Learning	65.0%	56.3%	56.2%	67.0%

Source: California Dashboard Additional Reports



Cohort Dropout Rate – CDE DataQuest

In the California school reporting system (CDE DataQuest), a **dropout** is defined as a student in grades 7–12 who leaves school during the academic year or between school years without earning a high school diploma or equivalent (such as a GED), and who does not transfer to another known educational program. Students are counted as dropouts if there is no official documentation confirming enrollment in another public school, private school, charter school, or approved educational program.

Charter School	2021-22	2022-23	2023-24	2024-25
Crescent View West Charter	34.80%	39.14%	37.43%	33.7%
Big Picture Educational Academy	31.58%	44.93%	68.56%	67.7%
Carter G. Woodson Public Charter	25.0%	29.3%	24.1%	20.8%
School of Unlimited Learning	18.67%	7.89%	20.31%	15.9%

Suspension Rate

CVWPCS has maintained a zero-percent suspension rate and Blue dashboard color schoolwide and for all eligible student groups through the entirety of the current petition period.

Dashboard Alternative Metrics

Consistent with EC 47607(c)(7) In determining whether to grant a charter renewal for a Dashboard Alternative School Status (DASS) charter school such as CVWPCS, the FCBE as the chartering authority must consider, in addition to the charter school’s performance on the state and local indicators included in the California Dashboard, the charter school’s performance on alternative metrics applicable to the charter school based on the pupil population served. The County Board, through the FCSS Charter Schools Division, worked with CVWPCS leadership and adopted additional metrics and targets to evaluate CVWPCS’s performance for charter renewal in 2021 upon charter renewal. The analysis of data for evaluating the CVWPCS renewal petition data was based on information included in the renewal petition, a review of the CVWPCS LCAP reported outcomes, CDE DataQuest, the California Dashboard, and Northwest Evaluation & Assessment (NWEA) reporting.

Charter School DASS Alternative Measures

The following are the alternative metrics for charter renewal used by CVWPCS:

Metric	Student Group	Target	Outcome	Met/ Not Met
Northwest Evaluation Association (NWEA) MAP *2025-26 are preliminary results >50% is expected growth	All Students	CVWPCS students will complete a fall and spring assessment and improve upon annual Lexile growth (Reading) % of students who showed Growth	All Students 2022-23 50.2% 2023-24 51.6% 2024-25 51.5% 2025-26 53.8%* English Learners 2022-23 52.9% 2023-24 51.4% 2024-25 53.5% Socioeconomically Disadvantaged 2022-23 49.4% 2023-24 51.8% 2024-25 51.8% Students with Disabilities 2022-23 52.9% 2023-24 44.2% 2024-25 51.3% Hispanic 2022-23 50.4% 2023-24 50.8% 2024-25 51.7% White 2022-23 47.3% 2023-24 50.4% 2024-25 53.2%	Met
		CVWPCS students will complete a fall and spring assessment and improve upon annual Quantile growth	All students Math Growth 2022-23 53.3% 2023-24 54.4% 2024-25 55.3% 2025-26 53.0% English Learners	Met



Metric	Student Group	Target	Outcome	Met/ Not Met
		(Mathematics)	<p>2022-23 61.7%</p> <p>2023-24 62.1%</p> <p>2024-25 60.0%</p> <p>Socioeconomically Disadvantaged</p> <p>2022-23 53.3%</p> <p>2023-24 55.0%</p> <p>2024-25 56.0%</p> <p>Students with Disabilities</p> <p>2022-23 51.0%</p> <p>2023-24 48.0%</p> <p>2024-25 50.5%</p> <p>Hispanic</p> <p>2022-23 55.4%</p> <p>2023-24 55.1%</p> <p>2024-25 51.7%</p> <p>White</p> <p>2022-23 54.8%</p> <p>2023-24 52.9%</p> <p>2024-25 55.3%</p>	
English Learner Progress Indicator (ELPI)	EL Students	CVWPCS will show an increase in the percentage of current EL students who progressed at least 1 ELPI Level as indicated on the CA Dashboard for English Learner Progress Indicator	<p>ELPI</p> <p>52.4% making progress towards English language proficiency increased 16%</p> <p>2021-22 49.2%</p> <p>2022-23 42.0%</p> <p>2023-24 36.4%</p> <p>2024-25 52.4%</p>	Met
		95% participation rate required by the state	<p>Participation Rate ELPAC</p> <p>97% of students participated in testing</p>	Met



Metric	Student Group	Target	Outcome	Met/ Not Met
			<p style="text-align: center;">Hispanic</p> <p>2021-22 36.64%</p> <p>2022-23 39.91%</p> <p>2023-24 31.58%</p> <p style="background-color: #008000; color: white;">2024-25 33.99%</p> <p style="text-align: center;">White</p> <p>2021-22 53.33%</p> <p>2022-23 38.77%</p> <p>2023-24 33.33%</p> <p style="background-color: #008000; color: white;">2024-25 42.95%</p>	
<p>California Assessment of Student Performance and Progress (CAASPP Math)</p> <p>*2025-26 results are preliminary and have not been disaggregated</p>	All Students, SED, SWD, Hispanic, White	CVWPCS will show gains in the percentage of students meeting/exceeding standards in Mathematics from the previous year	<p style="text-align: center;">Math Growth</p> <p style="text-align: center;">All students Math % Meet/Exceed Standard</p> <p>2021-22 2.95%</p> <p>2022-23 4.08%</p> <p>2023-24 6.00%</p> <p>2024-25 5.74%</p> <p style="background-color: #ff0000; color: white;">2025-26 3.6%*</p> <p style="text-align: center;">Socioeconomically Disadvantaged</p> <p>2021-22 1.69%</p> <p>2022-23 4.42%</p> <p>2023-24 5.73%</p> <p style="background-color: #ff0000; color: white;">2024-25 5.15%</p> <p style="text-align: center;">Students with Disabilities</p> <p>2021-22 0.00%</p> <p>2022-23 0.00%</p> <p>2023-24 2.13%</p> <p style="background-color: #ff0000; color: white;">2024-25 0.00%</p> <p style="text-align: center;">Hispanic</p> <p>2021-22 2.97%</p> <p>2022-23 4.64%</p> <p>2023-24 6.02%</p>	Not Met



Metric	Student Group	Target	Outcome	Met/ Not Met
			<p>2024-25 3.92%</p> <p>White</p> <p>2021-22 6.66%</p> <p>2022-23 4.08%</p> <p>2023-24 4.65%</p> <p>2024-25 8.11%</p>	
Dashboard Alternative School Status (DASS) One-Year Graduation Rate Report (CA Dashboard)	Grade 12 students and early grade 11 graduates	CVWPCS will increase its 1-year graduation cohort rate over the previous year's cohort rate as measured by the California Dashboard	<p>Graduation Growth</p> <p>All Students – Met</p> <p>All Students</p> <p>2020-21 93.7%</p> <p>2021-22 97.6%</p> <p>2022-23 91.3%</p> <p>2023-24 94.1%</p> <p>2024-25 97.9%</p> <p>EL</p> <p>2020-21 91.7%</p> <p>2021-22 95.2%</p> <p>2022-23 87.5%</p> <p>2023-24 95.7%</p> <p>2024-25 96.8%</p> <p>SED</p> <p>2020-21 93.6%</p> <p>2021-22 97.3%</p> <p>2022-23 91.2%</p> <p>2023-24 94.0%</p> <p>2024-25 98.1%</p> <p>SWD</p> <p>2020-21 91.7%</p> <p>2021-22 93.1%</p> <p>2022-23 93.9%</p> <p>2023-24 100%</p> <p>2024-25 95.3%</p> <p>AfAm</p> <p>2020-21 100%</p> <p>2021-22 100%</p> <p>2022-23 93.8%</p> <p>2023-24 92.9%</p> <p>2024-25 100%</p>	Met >95%



Metric	Student Group	Target	Outcome	Met/ Not Met
			Hispanic 2020-21 95.0% 2021-22 98.3% 2022-23 89.9% 2023-24 93.1% 2024-25 98.0%	
			White 2020-21 92.6% 2021-22 94.9% 2022-23 90.9% 2023-24 100% 2024-25 97.9%	
Success Rate	All grades/ All students	Based on total student enrollment, CVWPCS will show increases in graduation percentages and student retention percentages over the previous year	Success Rate 2022-23 84.4% 2023-24 80.9% 2024-25 85.9%	Met
			Retained 2022-23 60.0% 2023-24 54.3% 2024-25 57.3%	
			Graduated 2022-23 84.4% 2023-24 80.9% 2024-25 85.9%	
			Non-Completer Rate 2022-23 15.6% 2023-24 19.1% 2024-25 15.6%	
Total			9/10	



V. CHARTER PETITION REVIEW COMMITTEE FINDINGS

According to EC 47607(c)(7), In determining whether to grant a charter renewal for CVWPCS, the FCBE shall consider, in addition to the charter school's performance on the state and local indicators included in the California Dashboard, the charter school's performance on metrics applicable to the charter school based on the pupil population served. The Charter Committee has determined that the CVWPCS Renewal Petition meets the Education Code requirements for charter renewal and recommends that the Fresno County Board of Education **APPROVE** CVWPCS's petition for renewal.

