

Public Charter Schools Grant Program (PCSGP) Application Received from Kairos Public

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Additional details regarding this grant application and its requirements are available at [RFA: PCSGP 2024-25 Waiver Entry Start-Up Sub-Grant](#).

Posted by the California Department of Education on April 25, 2025.

Part 3 – Narrative Response

Question 1. Autonomy and Flexibility

1A. Describe how the autonomy and flexibility granted to your charter school by the authorizer is consistent with the definition of a charter school in ESEA Section 4310(2) (2020 RFA – Rubric Item 1A “Autonomy from Authorizer”).

Provide one of the following responses:

By checking this box, the applicant confirms that there are no changes to the plan reviewed and approved by external peer reviewers during a subgrant competition under California’s 2020 CSP grant and that the implementation of that plan will continue under the school’s new subgrant, if awarded.

or

If the school’s plan for ensuring autonomy and flexibility has changed since submission of the school’s subgrant application under California’s 2020 CSP grant, explain:

1B. Provide Articles of Incorporation and Governing Board By-Laws

Provide one of the following responses:

Provide a copy of the charter school’s Articles of Incorporation and Governing Board By-Laws. Identify the page numbers in each document that describe the process for selection and removal of governing board members.

Articles of Incorporation (Include a copy with this application as Attachment A)

Page Numbers: 2

and

Board By-Laws (Include a copy with this application as Attachment B)

Page Numbers: 3-4

Question 2. Management Organization

PCSGP subgrant awards are made to charter public schools, not any other entity. Regardless of the charter public school’s relationship with a management organization, the charter public school and board retain responsibility for all aspects of the subgrant including, but not limited to application submission, budget decisions, and repayment of any misspent funds. Items purchased by the school with CSP funds are and remain the property of the school, not the management organization. Subgrant applications and budgets may not include any management fees that the school incurs as part of the

management contract but may pay for allowable activities carried out by the school or the management organization.

Pursuant to California *Education Code (EC)* Section 47604, a charter school shall not operate as, or be operated by, a for-profit corporation, a for-profit education management organization (EMO), or a for-profit charter management organization (CMO). Operate as, or be operated by, means services provided by a for-profit corporation to a charter school that include:

- a. Nominating, appointing, or removing board members or officers of the charter school.
- b. Employing, supervising, or dismissing employees of the charter school, including certificated and noncertificated school personnel.
- c. Managing the charter school's day-to-day operations as its administrative manager.
- d. Approving, denying, or managing the budget or any expenditures of the charter school that are not authorized by the governing body of the charter school.
- e. Providing services to a charter school before the governing body of the charter school has approved the contract for those services at a publicly noticed meeting.

Any applicant which does not meet the requirements above will not be eligible for funding. As a general matter, subgrantees must avoid apparent and actual conflicts of interest when administering grants.

Schools choosing to engage a nonprofit educational service provider (ESP) or EMO or CMO must demonstrate that they and their governing boards are independent of the provider, and that all fees and agreements are fair and reasonable. The ESP, EMO or CMO does not qualify as an eligible applicant, nor may it hold or manage a subgrant awarded to a school. Schools must exercise special care to ensure that a direct representative of the applicant school, independent of the ESP, EMO or CMO, is identified to administer the grant, as required per 34 Code of Federal Regulations (CFR) 74.40-48, 75.524-525, and 80.36. Contracts between schools and ESPs will be subject to review as part of the application and eligibility processes per ESEA Section 4303 (f)(1)(C)(i)(I).

2A. Describe the level of autonomy your charter school has from the CMO or non-profit operating multiple schools under one governing board (2020 RFA – Rubric Item 1B “Autonomy from CMO or non-profit operating multiple schools under one governing board”)

Provide one of the following responses:

By checking this box, the applicant confirms that the school did not include Rubric Item 1B in its original PCSGP application because:

1. The applicant school is not affiliated with a CMO, and
2. The applicant school is the only school managed by the non-profit organization

or

By checking this box, the applicant confirms that there are no changes to the autonomy from the CMO or non-profit description reviewed and approved by external peer reviewers during a subgrant competition under California's 2020 CSP grant and that the implementation of that plan will continue under the school's new subgrant, if awarded.

or

If the autonomy from the CMO or non-profit varies since submission of the school's subgrant application under California's 2020 CSP grant, explain:

2B. Describe Management Organization Affiliations

Provide all applicable responses.

2Bi. Does the charter school work with a CMO, EMO, or ESP? Mark all applicable statements below:

Yes, CMO(s)

Yes, EMO(s)

Yes, ESP(s)

No

2Bii. If the charter school works with CMOs, EMOs, or ESPs, identify each entity's:

Legal name: NA

Employer Identification Number (EIN): NA

Addresses of all offices: NA

Status of the entity as non-profit or for-profit: NA

2Biii. Provide a copy or description of any contract executed for each CMO, EMO, or ESP identified above including the name and contact information; the cost (i.e., fixed costs and estimates of any ongoing costs or fees), **including the amount of PCSGP funds proposed to be used toward such cost**, and the percentage such cost

represents of the school's overall funding; the duration of the contract; roles and responsibilities of the management organization; and steps the applicant will take to ensure that it pays fair market value for any services or other items purchased or leased from the management organization, makes all programmatic decisions, maintains control over all PCSGP funds, and directly administers or supervises the administration of the grant in accordance with 34 CFR 75.701. (Include a copy or description of each contract with this application as Attachment C)

2C. Management Organizations – Business or Financial Relationships

Required for applicants who responded "Yes" to working with any CMO, EMO, or ESP in Question 2Bi.

Describe any business or financial relationship between the charter school developer/founding group and the management organization, including payments, contract terms, and any property owned, operated, or controlled by the management organization or related individuals or entities that will be used by the charter school.

N/A

2D. Management Organizations – Conflicts of Interest

Required for applicants who responded "Yes" to working with any CMO, EMO, or ESP in Question 2Bi.

Provide the name and contact information for each member of the governing board of the charter school and a list of the management organization's officers, chief administrator, or other administrators, and any staff involved in approving or executing the management contract; and a description of any actual or perceived conflicts of interest, including financial interests, and how the applicant will resolve any actual or perceived conflicts of interest to ensure compliance with 2 CFR 200.318(c).

N/A

2E. Management Organizations – Governance Autonomy

Required for applicants who responded "Yes" to working with any CMO, EMO, or ESP in Question 2Bi.

Describe how the applicant will ensure that members of the governing board of the charter school are not selected, removed, controlled, or employed by the management organization and that the charter school's legal, accounting, and auditing services will be procured independently from the management organization.

N/A

2F. Student Records

Describe the steps the applicant will take to ensure that it maintains control over all student records and has a process in place to provide those records to another public school or school district in a timely manner upon the transfer of a student from the charter school to another public school, including due to closure of the charter school, in accordance with section 4308 of the ESEA (2020 RFA – Rubric Item 3D “Student Record Retention and Transfer Process”).

Provide one of the following responses.

By checking this box, the applicant confirms that there are no changes to the plan reviewed and approved by external peer reviewers during a subgrant competition under California’s 2020 CSP grant and that the implementation of that plan will continue under the school’s new subgrant, if awarded.

or

If the student record retention and transfer process varies from the previously-approved plan, explain: NA

Question 3. Fiscal Sustainability

Describe how your charter school will maintain financial sustainability after the end of the subgrant period (2020 RFA – Rubric Item 1I “Capacity Building”).

Provide one of the following responses.

By checking this box, the applicant confirms that there are no changes to the plan reviewed and approved by external peer reviewers during a subgrant competition under California’s 2020 CSP grant and that the implementation of that plan will continue under the school’s new subgrant, if awarded.

or

If the financial sustainability plan varies since submission of the school’s subgrant application under California’s 2020 CSP grant, explain: NA

Question 4. Conditions of Learning

Required for all applicants.

Describe how the charter school will meet the educational needs of its students, including “children with disabilities” and English learners: KPS complies with all applicable State and Federal Laws in serving students with disabilities, including Section 504 of the Rehabilitation Act, The Americans with Disabilities Act (ADA), and The Individuals with Disabilities Education Act (IDEA). This enables KPS to provide all students with a Free, Appropriate Public Education (FAPE). Students enrolled in KPS

who have an IEP or are identified as English Learners are provided the same high-quality special education services as their peers in the classroom-based program. Upon enrollment, an IEP is scheduled to review the student's services and determine scheduling for services to take place for the student at the Kairos campus. A review is also completed for any student with EL services. The parent and/or guardian is partnered with a high-quality, credentialed Academic Advisor and a credentialed Educational Specialist to support the student in determining curriculum, daily schedules, resources and everything needed for the student to thrive in an independent study setting. Should the IEP team determine Independent Study is not an appropriate placement for a student with an IEP, KPS will provide an appropriate placement for the student based on data from the IEP team, while at all times adhering to all requirements of Education Code Section 47605(e). The IEP team is made up of parents/guardians, school administration, academic advisors and service providers. To support students in the least restrictive environment, services are provided on the main campus (located on Elm Street) or the learning center (on 850 Sunflower Street) as determined by the IEP team

Question 5. Input from Parents and Community

Describe how the eligible applicant will solicit and consider input from parents and other members of the community on the implementation and operation of each charter school that will receive funds under the SE's program. (2020 RFA – Rubric Item 5A “Parent and Community Involvement”)

Provide one of the following responses.

By checking this box, the applicant confirms that there are no changes to the plan reviewed and approved by external peer reviewers during a subgrant competition under California's 2020 CSP grant and that the implementation of that plan will continue under the school's new subgrant, if awarded.

or

If the parent and community involvement plan will vary since submission of the school's subgrant application under California's 2020 CSP grant, explain: NA

Question 6. Effective Engagement Strategies

Required for all applicants.

Describe how the charter school will support the use of effective parent, family, and community engagement strategies to operate each charter school that will receive funding: The overall intent of KPS is active participation from all stakeholders, encourage open communication throughout the Charter School, and avoid building bureaucratic blocks that inhibit effective and efficient action to improve the learning of the organization and its members. Parent Engagement is fostered through the involvement and decision-making to be as close as possible to the people, place, and

time where the decision will have effect, importance, or consequence. Monthly meetings are hosted by the school that serve as an advisory for decisions. In addition, the Kairos Board of Directors is made up of five KPS parents.

Question 7. Student Discipline

Required for all applicants.

Describe the school's student discipline practices: The Suspension and Expulsion Policy and Procedures have been established in order to promote learning and protect the safety and well-being of all students at the Charter School. In creating our policy, the Charter School has reviewed Education Code Section 48900 et seq. which describe the offenses for which students at noncharter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions, and involuntary removal. The language that follows is largely consistent with the language of Education Code Section 48900 et seq. The Charter School is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension, expulsion, or involuntary removal.

The goal of these policies is to create a school culture that minimizes distractions and misbehavior so that students can focus on what they come to school to do – learn. When the policies and procedures are violated, it may be necessary to suspend, and/or expel a student from regular classroom instruction.

KPS staff enforces disciplinary rules and procedures fairly and consistently among all students. Disciplinary action includes, but will not be limited to, advising and counseling students, conferring with parents/guardians, detention, non-compliance action, and as a last course of action, suspension, dismissal or expulsion. Whenever possible, KPS will utilize other means of redirecting behavior that will prevent students from being excluded from the KPS academic program. This includes, but is not limited to, Restorative Justice meetings, counseling and more.

Consistent with this policy, it may be necessary to suspend or expel a student from regular classroom instruction. This shall serve as the Charter School's policy and procedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary policies and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed annually as part of the annual handbook which will clearly describe discipline expectations.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of this Policy, corporal punishment does not

include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

Question 8. Lottery and Waitlist Policies and Procedures

PCSGP subgrantees must meet all requirements of the federal definition of a "charter school" including ESEA 4310(2) that the charter school is a school to which parents choose to send their children, and that—

- (i) Admits students on the basis of a lottery, consistent with section 4303(c)(3)(A) of the ESEA, if more students apply for admission than can be accommodated;
- or (ii) In the case of a school that has an affiliated charter school (such as a school that is part of the same network of schools), automatically enrolls students who are enrolled in the immediate prior grade level of the affiliated charter school and, for any additional student openings or student openings created through regular attrition in student enrollment in the affiliated charter school and the enrolling school, admits students on the basis of a lottery as described in paragraph (i).

8A. Recruitment, Enrollment, Admissions, and Waitlist Practices

Required for all applicants.

Describe the charter school's lottery and waitlist policy and procedures to ensure compliance with state and federal law, including:

- a. Recruitment practices: KPS will strive, through recruitment and admission practices, to achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils that is reflective of the general population residing within the territorial jurisdiction of the District. KPS will implement a student recruitment strategy that includes, but is not limited to, all of the elements listed below:
- b. ● An enrollment process with a timeline that allows for a broad-based recruiting and application process.
- c. ● The development of promotional and informational material in English and Spanish and that appeals to various racial and ethnic groups represented in the district.
- d. ● Application and enrollment forms made available in English and Spanish.
- e. ● If needed, the formation of an English Learner Advisory Committee ("ELAC"), which will meet as appropriate.
- f. ● Outreach activities such as media outreach, community forums, and neighborhood canvassing.
- g. ● Media platforms including, but not limited to, social media, broadcast media, geofencing, and other new technologies
- h. ● Direct mailers printed in English and Spanish

- i. ● Working alongside parent and community leaders to leverage their networks to recruit families.
- j. Enrollment practices: ● Maintain student demographic data to ensure accurate accounting of the balance of students enrolled in the Charter School.
- k. ● Develop and distribute flyers or brochures, applications, and other recruitment materials that reflect the diversity of the community and that are in English and Spanish.
- l. ● Develop and distribute flyers or brochures describing the special education program.
- m. ● Use various distribution channels to enable public relations efforts to reach a wide audience, including community presentations, flyers, the school website, and/or sending out press releases to the local media.
- n. Admissions practices, including lottery preferences and projected timeline for conducting a lottery: Admission preferences are outline in our authorizer approved charter petition. Our random public lottery occurs within one month of our open enrollment timeline.
 - o. Waitlist practices, including how and when students are offered seats if they become available: The waiting list will initially be established from the applications that do not receive admission through the lottery process and shall be used to fill enrollment vacancies that occur leading up to and during the school year for which the lottery was held. If a seat opens, the Charter School will contact the family at the top of the program's waitlist to offer their child admission. Should the family decline the seat or fail to respond within the given time frame, currently 48 hours, the next family on the list will be contacted until the open position is filled.
 - p. Families and students who submit applications (Intent to Enroll form) after the stated end of the open enrollment period will have their applications held in abeyance and, following subsequent lotteries, be added to the waiting list.

8B. Enrollment Preferences or Lottery Exemption Assurances

CSP Nonregulatory Guidance (January 2014) allows for the following categories of enrollment preferences or lottery exemptions:

1. Students who are enrolled in a public school at the time it is converted into a public charter school;
2. Students who are eligible to attend, and are living in the attendance area of, a public school at the time it is converted into a public charter school;
3. Siblings of students already admitted to or attending the same charter school;

4. Children of a charter school's founders, teachers, and staff (so long as the total number of students allowed under this exemption constitutes only a small percentage of the school's total enrollment); or
5. Children of employees in a work-site charter school, (so long as the total number of students allowed under this exemption constitutes only a small percentage of the school's total enrollment).

ESEA 4310(2)(H)(ii) additionally allows for the following enrollment preference or lottery exemption:

1. Students who are enrolled in the immediate prior grade level of the affiliated charter school (such as a school that is part of the same charter school network).

California state law allows the following enrollment preferences or lottery exemptions:

1. Locally and State Board of Education authorized charter schools must comply with *EC* Section 47605(e)(2)(B) which states that "preference shall be extended to pupils currently attending the charter school and pupils who reside in the school district."
2. Charter schools authorized as a countywide benefit charter must comply with *EC* 47605.6(e)(2)(B) which states that "preference shall be extended to pupils currently attending the charter school and pupils who reside in the county."

Per CSP Nonregulatory Guidance (January 2014), "Weighted lotteries (i.e., lotteries that give additional weight to individual students who are identified as part of a specified set of students, but do not reserve or set aside seats for individual students or sets of students) are permitted only in certain circumstances." Under this RFA, PCSGP subgrantees may not implement weighted lottery categories without prior approval by the U.S. Department of Education.

Provide one of the following responses.

By checking this box, the applicant confirms that the school's authorizer-approved enrollment preference, lottery exemption, and weighted lottery categories only include the categories described above in compliance with CSP Nonregulatory Guidance (January 2014), *ESEA 4310(2)(H)(ii)*, or *EC* section 47605(e)(2)(B) or 47605.6(a)(2)(B).

or

Lottery Assurances (Include a copy or description of each contract with this application as Attachment D): If the school's authorizer-approved enrollment preferences, lottery exemptions, or weighted lottery include categories which are not included above, provide the following assurance and information on the charter school's letterhead, signed by the charter school administrator:

Attached [Name of charter school] will implement only enrollment preference, lottery exemption, and weighted lottery categories that are compliant with CSP

Nonregulatory Guidance (January 2014), ESEA 4310(2)(H)(ii), and EC section 47605(e)(2)(B) or 47605.6(a)(2)(B) for the term of the PCSGP subgrant.

*The school proposes the following timeline and/or schedule for its 2024–25 lottery:
March 30, 2025*

Question 9. Needs Analysis

Describe how the proposed project would serve the interests and meet the needs of students and families in the communities the charter school intends to serve. The needs analysis, which may consist of information and documents previously submitted to an authorized public chartering agency to address need, must include, but is not necessarily limited to, the following:

Required for all applicants.

9A. Describe the local community support, including information that demonstrates interest in, and need for, the charter school; benefits to the community; and other evidence of demand for the charter school that demonstrates a strong likelihood the charter school will achieve and maintain its enrollment projections. Such information may include information on waiting lists for the proposed charter school or existing charter schools or traditional public schools; data on access to seats in high-quality public schools in the districts from which the charter school expects to draw students; and family interest in specialized instructional approaches proposed to be implemented at the charter school: With over 1,000 students on the waitlist annually, admitting all of them would see a more than doubling of the current program. If all students on the waitlist were to be accommodated, KPS would need to expand to serve an enrollment of more than 1,600. Education Code Section 47605(e)(2)(C) mandates that a chartering authority is required to accommodate the growth of charter schools that hold admission lotteries, meaning the expansion of the TK-8 program was a feasible path forward, and one that families have been clamoring for.

However, KPS realizes that part of the success of its model comes with its size and breaking the school into smaller, more personalized academies. This small school model, or a school within a school, will be replicated in the high school program. Also, given the District options for TK-8th grade students, KPS believes the best value add it can have for VUSD is by expanding the District's high school portfolio and adding another high-quality program for grades 9-12.

Following the community design process, in 2020 Kairos Public Schools developed a five-year strategic plan with input from all stakeholder groups, including community leaders. This plan included an expansion to serve high school grades. KPS has also been developing industry partners since early 2020 regarding high school partnerships for career-based pathways. KPS surveys families annually and the interest in a high school option for KPS students and families continues to be a top priority for the community served by the Charter School, consistent with the community design process completed in the 2019-20 school year. Over 96% of families currently attending Kairos

Public Schools would keep their children enrolled at KPS for high school grades if the option existed.

The community needs that KPS intends to serve include: increased college readiness through improved academic achievement in English and Math as well as increased college eligibility; increased career readiness via career-based pathways into the biotech and public safety fields, improved financial awareness and; increased community service by students for Vacaville. In continuing its track record of innovation, all of these programs will be schoolwide and part of the education program for all high school students.

Kairos is committed to developing and expanding innovative public education options in Vacaville that meet the community's needs. The high school program is designed as a high-quality education option with the goals of improving economic and social prosperity in young people. As outlined below, this program is unique among high school offerings in Vacaville. In addition, KPS believes that the District will see this program as a net positive to the portfolio of public education options for families in the Vacaville community.

In addition to adding a high school, KPS is updating its admission preferences to give preference to students who qualify as socioeconomically disadvantaged, to both in-District and out-of-District families. This is to ensure KPS continues to serve and expands its ability to meet the needs of students who would most benefit from the Charter School's programs. The updated preference is in the community's interest as well as in line with the intent of the Charter Schools Act. The CSA states one intent is to, "Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are identified as academically low achieving." KPS seeks to do just that. Across the state, county and District, socioeconomically disadvantaged students are performing below the levels of their more affluent peers. Adding this admission preference at KPS will provide more opportunities for students who qualify for this subgroup, and will give them access to the high performing KPS program. Since charter schools do not have attendance boundaries, low income students residing anywhere in Solano and adjacent counties will have increased access to the Charter School through this admission preference.

Changes to admission preferences, per the current memorandum of understanding ("MOU") between KPS and the District, must be made through a material revision or can be done during the renewal of a charter petition. Given that KPS is not due for renewal until the 2026-27 school year, under the renewal timeline, the earliest any new preferences would likely be put into effect would be for the 2028-29 school year. This is because enrollment for the 2027-28 school year would be conducted during the term of the current petition in 2026-27. By granting this material revision, the new admission preference can be in place, at the earliest, for the 2024-25 school year. It is in the community's interest for this updated admission preference to take effect as soon as possible and the material revision process is the most expedient solution. While KPS' enrollment is in closer alignment with the demographics of the City of Vacaville (which is the legal requirement), versus VUSD, there is a desire to continue to align with the

student body enrolled at VUSD. KPS enrollment is trending closer to the District's in multiple areas and the updated admission preference would accelerate this trend.

9B. Provide information on the proposed charter school's projected student enrollment, and evidence to support the projected enrollment based on the needs analysis and other relevant data and factors, such as the methodology and calculations used: KPS will increase the number of high school students and families within the VUSD system through the 12th grade while adding a high-quality high school option for all families in Vacaville with a slow growing enrollment going from 60-400 students. There are several non-VUSD options high school students in the Vacaville area are currently accessing and KPS' intent is to target students who would otherwise select these options for enrollment. Additional options currently include private school, home school and charter schools operating in the area but not authorized by VUSD. Many KPS families have stated they would not enroll their child in VUSD for high school and, without KLA, they would be seeking one of the options just mentioned outside of the District. With KLA capturing the students who will be of high school age but not, without the KPS option, in a District program, KLA can actually increase the total number of high school students served by VUSD operated and authorized programs and current District programs would not see a decrease in enrollment. This would replicate a trend seen in the District's recent enrollment, where the addition of charter schools led to an overall increase in enrollment for the District's portfolio.

9C. An analysis of the proposed charter school's projected student demographics and a description of the demographics of students attending public schools in the local community in which the charter school would be located and the school districts from which the students are, or would be, drawn to attend the charter school; a description of how the applicant plans to establish and maintain a racially and socio-economically diverse student body, including proposed strategies (that are consistent with applicable legal requirements) to recruit, admit, enroll, and retain a diverse student body. An applicant that is unlikely to establish and maintain a racially and socio-economically diverse student body at the proposed charter school because the charter school would be located in a racially or socio-economically segregated or isolated community, or due to the charter school's specific education mission, must describe:

9Ci. Why it is unlikely to be able to establish and maintain a racially and socio-economically diverse student body at the proposed charter school: KPS will strive, through recruitment and admission practices, to achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils that is reflective of the general population residing within the territorial jurisdiction of the District.

9Cii. How the anticipated racial and socio-economic makeup of the student body would promote the purposes of the CSP to provide high-quality educational opportunities to all students, which may include a specialized educational program or mission: KPS has earned a CSP Start Up Grant, an Expansion Grant and hopefully an Extension grant. Through the years KPS has been a valuable

partner of the CSP program and the racial and socio-economic makeup of the student body strengthens the high quality educational opportunities for the KPS students that the CSP helps provide.

9Ciii. The anticipated impact of the proposed charter school on the racial and socio-economic diversity of the public schools and school districts from which students would be drawn to attend the charter school: KPS was founded in 2013. To date, there has been no negative impact on racial and socio-economic diversity in the community where KPS draws its students.

9D. A robust family and community engagement plan designed to ensure the active participation of families and the community that includes the following:

9Di. How families and the community were, are, or will be engaged in determining the vision and design for the charter school, including specific examples of how families' and the community's input was, is, or is expected to be incorporated into the vision and design for the charter school: KPS was founded by parents and continues to be a community where parent voice is valued, sought after and incorporated into the vision and design for the school. All current KPS Board of Directors are active parents at KPS. In addition, KPS has conducted two five year strategic plans that was developed with input from parent and student stakeholder groups.

9Dii. How the charter school will meaningfully engage with both families and the community to create strong and ongoing partnerships: KPS has a long history of civic engagement and community service. Students volunteer at over 80 locations within Solano County. This service builds partnerships within the community and helps KPS recruit families, resources and partnerships.

9Diii. How the charter school will foster a collaborative culture that involves the families of all students, including underserved students, in ensuring their ongoing input in school decision-making: The overall intent of the structure will be to ensure the active participation from all stakeholders, encourage open communication throughout the Charter School, and avoid building bureaucratic blocks that inhibit effective and efficient action to improve the learning of the organization and its members. The structure has the further intent of providing for involvement and decision-making to be as close as possible to the people, place, and time where the decision will have effect, importance, or consequence.

KPS' organizational structure consists of seven significant elements:

1. Parent Advisory Council (PAC)
2. Scholar Ambassadors
3. Grade Level Teams
4. Instructional Leadership Team (ILT)

5. Administrative Cabinet
6. Executive Director

9Div. How the charter school's recruitment, admissions, enrollment, and retention processes will engage and accommodate families from various backgrounds, including English learners, students with disabilities, and students of color, including by holding enrollment and recruitment events on weekends or during non-standard work hours, making interpreters available, and providing enrollment and recruitment information in widely accessible formats (e.g., hard copy and online in multiple languages; as appropriate, large print or braille for visually-impaired individuals) through widely available and transparent means (e.g., online and at community locations): In 2022 CA Dashboard indicators, KPS monitors the stability rate of its student population with the intent of maximizing student retention at the Charter School. KPS, has higher stability rates than the District, the County and the State. Stability rates allow for all subgroups of students to build upon their academic growth year over year.

9Dv. How the charter school has engaged or will engage families and the community to develop an instructional model to best serve the targeted student population and their families, including students with disabilities and English learners: Following a KPS community design process, in 2020 Kairos Public Schools developed a five-year strategic plan with input from all stakeholder groups, including community leaders. This plan included an expansion to serve high school grades. KPS has also been developing industry partners since early 2020 regarding high school partnerships for career-based pathways. KPS surveys families annually and the interest in a high school option for KPS students and families continues to be a top priority for the community served by the Charter School, consistent with the community design process completed in the 2019-20 school year. Over 96% of families currently attending Kairos Public Schools would keep their children enrolled at KPS for high school grades if the option existed. In addition, due to measurable academic success for students with learning disabilities and English Learners families desired additional grade levels for their students to be served.

9E. How the plans for the operation of the charter school will support and reflect the needs of students and families in the community, including consideration of district or community assets and how the school's location, or anticipated location if a facility has not been secured, will facilitate access for the targeted student population (e.g., access to public transportation or other transportation options, the demographics of neighborhoods within walking distance of the school, and transportation plans and costs for students who are not able to walk or use public transportation to access the school): KPS is demonstrably likely to serve the interests of the entire community in which the Charter School is proposing to locate. The proposed program does not undermine existing services, academic offerings, or programmatic offerings, and does not duplicate a program the District is currently offering. As described herein, KPS has a long waitlist, itself demonstrating substantial community interest. The Charter School

has performed a detailed, lengthy outreach process, including surveys and meetings, to precisely translate what families and the community are asking for, into an educational program. Through this process, KPS has come to understand that a substantial percentage of families who will join the high school come from a non-VUSD-going population. And, finally, the Charter School has understood from the community that remaining small is the best way to serve students.

9F. A description of the steps the applicant has taken or will take to ensure that the proposed charter school:

(1) would not hamper, delay, or negatively affect any desegregation efforts in the community in which the charter school would be located and the public school districts from which students are, or would be, drawn to attend the charter school, including efforts to comply with a court order, statutory obligation, or voluntary efforts to create and maintain desegregated public schools; and

(2) to ensure that the proposed charter school would not otherwise increase racial or socio-economic segregation or isolation in the schools from which the students are, or would be, drawn to attend the charter school.

Kairos Public Schools seeks to enroll a student population that continues to more and more closely mirror the ethnic, racial, special education, English Learner, and socioeconomic diversity of the general population of the District. KPS has made great strides to increase demographic diversity. The charter schools goal is to closely mirror to the community's population.

Question 10. Closure Plans and Procedures

Required for all applicants.

Describe clear plans and procedures to provide student records to another public school or school district in a timeline manner and to help students enrolled in the charter school to attend other high-quality schools, in the event that the applicant school closes or loses its charter: The following procedures shall apply in the event the KPS closes. The following procedures apply regardless of the reason for closure.

Closure of KPS shall be documented by official action of the KPS Board. The action will identify the reason for closure. The official action will also identify the Executive Director, or other designee, as the person responsible to oversee closure related activities.

The KPS Board will promptly notify parents and students of the Charter School, the District, the County, the Charter School's SELPA, the retirement systems in which the Charter School's employees participate (e.g., STRS, and federal social security) and the CDE of the closure and its effective date. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the students' school districts of residence; and the manner in

which parents/guardians may obtain copies of student records, including specific information on completed courses and credits that meet graduation requirements.

The Board will ensure notification to KPS parents and students of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close KPS.

The Board will also develop a list of students in each grade level and the classes each student has completed, together with information on the students' districts of residence, which will be provided to the entity responsible for closure-related activities.

As applicable, KPS will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g. KPS will ask the District to store original records of the Charter School students. All records of the school shall be transferred to the District upon school closure. If the District will not or cannot store the records, KPS shall work with the Solano County Office of Education to determine a suitable alternative location for storage.

All state assessment results, Special Education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as is reasonable, the Charter School will prepare final financial records. The Charter School will also have an independent audit completed within six months after closure. The audit will be prepared by a qualified Certified Public Accountant selected by the Charter School and a copy will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets including cash, accounts receivable, and an inventory of property, equipment, and other items of material value; an accounting of the liabilities including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation; and an assessment of the disposition of any restricted funds received by or due to the Charter School.

The Charter School will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of the Charter School, all net assets of KPS shall revert to the non-profit organization Kairos Public Schools. Should the non-profit cease to exist, remaining assets will be distributed as noted in the KPS Articles of Incorporation. Any assets acquired from the District or District property will be promptly returned to the District upon Charter School closure. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property

in accordance with any conditions established when the donation of such materials or property was accepted.

As the Charter School is operated by a nonprofit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a nonprofit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

On closure, the Charter School shall remain solely responsible for all liabilities arising from the operation of the School.

As specified by the budget included with this charter document, the Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

Question 11. Transportation Plans

Required for all applicants.

Describe the steps that the applicant has taken to consider and plan for the transportation needs of all students: KPS has worked with its parent advisory group to discuss transportation options, including carpools, start times and partnerships with the City of Vacaville for busing and ride shares.

Question 12. Notification to the Authorizer

Required for all applicants.

Indicate the date and specify person at its charter authorizer the charter school notified of its intent to apply for a continuation of PCSGP funds (Include a copy of this notification with this application as Attachment E).

Date Charter Authorizer Contacted: 01/07/2025

Name of Person at Charter Authorizer Contacted: Ed Santopadre, Superintendent

Question 13. Quality Controls

Each applicant must describe the quality controls agreed to between the applicant and the authorized public chartering agency involved, such as a contract or performance agreement, how a school's performance in the State's accountability system and impact on student achievement (which may include student academic growth) will be one of the most important factors for renewal or revocation of the school's charter, and how the SE and the authorized public chartering agency involved will reserve the right to revoke or not renew a school's charter based on financial, structural, or operational factors involving the management of the school.

Required for all applicants.

13A. Describe the quality controls agreed to between the applicant and the authorized public chartering agency involved. Describe the 15 required elements under 47605(c)(5) contained in the charter petition and identify the page number of the charter petition on which they are located: Kairos Public Schools (“KPS,” “Kairos” or “the Charter School”), operated by Kairos Public Schools, hereby certifies that the information submitted in this charter petition (“Petition”) for KPS, located at 129 Elm Street Vacaville CA 95688 and 850 Sunflower Street Vacaville CA 95687 within the boundaries of the Vacaville Unified School District (“VUSD” or the “District”), is true to the best of the knowledge and belief of KPS. The Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non- charter public schools. [Ref. Education Code Section 47605(d)(1)]
- Kairos Public Schools declares that it shall be deemed the exclusive public school employer of all employees of the Charter School for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(c)(6)]
- The Charter School shall be non-sectarian in its programs, admission policies, employment practices, and all other operations. [Ref. Education Code Section 47605(e)(1)]
- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(e)(1)]
- The Charter School shall admit all students who wish to attend the Charter School, unless the Charter School receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605(e)(2), admission to the Charter School shall not be determined according to the place of residence of the student or of that student’s parent or legal guardian within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(e)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(e)(2)(C). [Ref. Education Code Section 47605(e)(2)(A)-(C)]
- The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived 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, or association

with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(e)(1)]

- The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973 ("Section 504"), Title II of the Americans with Disabilities Act of 1990 ("ADA") and the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA").
- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- The Charter School shall ensure that teachers in the Charter School hold the Commission on Teacher Credentialing ("CTC") certificate, permit, or other document required for the teacher's certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. Teachers employed by charter schools during the 2019-20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher's certificated assignment. [Ref. Education Code Section 47605(l)(1) and 47605.4(a)]
- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605(e)(3)]
- The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]

- The Charter School shall adhere to each of the conditions in Education Code Section 47605(e)(4)(A)-(D), including: (A) not discouraging a student from enrolling or seeking to enroll in the Charter School for any reason; (B) not requesting a student's records or requiring a parent, guardian, or student to submit the student's records before enrollment; (C) not encouraging a student currently attending the Charter School to disenroll or transfer to another school for any reason; and (D) providing a copy of the California Department of Education ("CDE") notice regarding the requirements in Education Code Section 47605(e)(4)(A)-(D) to a parent/guardian or student if the student is 18 years of age or older: (i) when a parent/guardian or student inquiries about enrollment, (ii) before conducting an enrollment lottery, or (iii) before disenrollment of a student. [Ref. Education Code Section 47605(e)(4)(A)-(D)]
- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]
- The Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School's educational programs. [Ref. Education Code Section 47605(d)]
- The Charter School shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]
- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("ESSA").
- The Charter School shall comply with the California Public Records Act, Government Code Section 7920.000, et seq. ("CPRA").
- The Charter School shall comply with the Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g, 34 CFR Part 99 ("FERPA").
- The Charter School shall comply with the Ralph M. Brown Act, Government Code Section 54950, et seq. ("Brown Act")
- The Charter School shall comply with Government Code Section 1090, et seq., as set forth in Education Code Section 47604.1 ("Section 1090").
- The Charter School shall comply with the Political Reform Act, Government Code Section 81000, et seq. ("PRA").

- The Charter School shall meet or exceed the legally required minimum number of school days [Ref. Title 5 California Code of Regulations Section 11960]

Pages 3-5 of the charter petition

13B. Identify the page number of the charter petition on which the following requirements under *EC* Section 47605(e)(1) are located:

13Bi. The charter school is nonsectarian in its programs, admissions policies, employment practices, and all other operations: Page 3

13Bii. The charter school shall not charge tuition: Page 3

13C. Describe additional quality controls contained in a Memorandum of Understanding or any additional contract or agreement with the charter authorizer: KPS has a 10 year MOU agreement with the Vacaville Unified School District outlining additional assurances. Please see attached for reference

13D. Describe how a school's performance in the State's accountability system and impact on student achievement (which may include student academic growth) will be one of the most important factors for renewal or revocation of the school's charter: KPS maintains high expectations for all students and members of the school community. Ambitious goals are set for academic achievement and all members of the KPS team are held accountable for meeting these goals. Specifically, KPS aims to provide all students with the quality of education and schooling that will prepare students for success in a four-year college or entry into a career coupled with a living wage following high school graduation. All students and families deserve access to excellent schools and KPS is providing this option to the children of Vacaville and the surrounding community. KPS' history to date shows its students are achieving and the Charter School is one of the top performing schools in the area.

The results show definitively that all students, even traditionally underperforming subgroups, can achieve at the highest levels and meet ambitious achievement goals if the expectations are high, all stakeholders work relentlessly, and the necessary support is provided to students, families, and staff. KPS is held accountable to these goals by its authorizer at its renewal and failure to academically perform could result in revocation.

13E. Describe how the charter authorizer involved will reserve the right to revoke or not renew a school's charter based on financial, structural, or operational factors involving the management of the school: The VUSD Board ultimately retains all of its authority under the law to not renew or to revoke the charter as authorized by Education Code Section 47607 without first going through dispute resolution.

Question 14. High-Quality Criteria – Replication and Expansion Applicants Only

Required for all Replication and Expansion applicants.

Each Replication or Expansion applicant must describe how they have met the following high-quality criteria and provide any applicable supporting documentation. Federal grant funds can be used for the operation of new charter schools and to replicate and expand existing high-quality charter schools as defined in 20 U.S.C. Section 7221i(8)(A) through (D). For the purposes of the grant application, the CDE defines “high-quality” criteria, which aligns with federal CSP requirements, as follows:

20 U.S.C. Section 7221i(8)(A)

- For existing charter schools applying for subgrants to replicate or expand, the CDE has defined “strong academic results” as those schools that:
 - Meet the “high performing” track for renewal based on *EC* Section 47607 criteria, as adopted by the Legislature in Assembly Bill 1505, or
 - Meet the “middle performing” track for renewal based on *EC* Section 47607.2 criteria and:
 - Meet or exceed the district in which the charter school is physically located on academic performance indicators for English language arts and math.

20 U.S.C. Section 7221i(8)(B)

- The charter school has no significant issues in the areas of student safety, financial and operational management, or statutory or regulatory compliance.

20 U.S.C. Section 7221i(8)(C-D)

- Evidence of increasing academic achievement for all students and each subgroup of students served by the charter school based on the charter school's Local Control and Accountability Plan (LCAP), and
- Evidence of increasing graduation rates, if applicable, for all students and each subgroup of students served by the charter school.

All applicants for Replication and Expansion subgrants must meet the high-quality criteria in order to be awarded funds. All charter management organizations or non-profit organizations with authority over more than one charter school are only eligible to apply for Replication or Expansion subgrants and must meet the high-quality criteria for the charter school being replicated or expanded.

14a. 20 U.S.C. Section 7221i(8)(A) – Identify which criteria the replicating or expanding school meets:

1. Meet the “high performing” track for renewal based on *EC* Section 47607 criteria, as adopted by the Legislature in Assembly Bill 1505, or

2. Meet the “middle performing” track for renewal based on *EC* Section 47607.2 criteria and:

- Meet or exceed the district in which the charter school is physically located on academic performance indicators for English language arts and math.

High Performing Track

14b. 20 U.S.C. Section 7221i(8)(B) – Provide an assurance from the charter administrator on school letterhead that the charter school that the school has had has no significant issues in the areas of student safety, financial and operational management, or statutory or regulatory compliance in the past 3 years and that the school has provided CDE with all official communications from its authorizer (e.g. notices of concern, notices to cure, notices of violation, intent to revoke, etc). KPS has not had any findings or concerns from its authorizer and has provided CDE with all requested documentation

14c. 20 U.S.C. Section 7221i(8)(C-D) – Provide written description of how the charter school has met the following, with a link to the public posting of the school’s LCAP.

1. Evidence of increasing academic achievement for all students and each subgroup of students served by the charter school based on the charter school’s Local Control and Accountability Plan (LCAP), and
2. Evidence of increasing graduation rates, if applicable, for all students and each subgroup of students served by the charter school.

KPS has no graduation rates to date because it has yet to enroll 12 grade students. However, KPS has a long history of academic achievement for all students in each subgroup of students served at the charter school. This is evident is Kairos being named to the CDE High Performing track on multiple occasions. KPS annual adopts its LCAP, linked here:

<https://drive.google.com/file/d/1ErLjatiYfBP70TyU3adTkP4BfWAmcfX-/view> which is used to drive and measure academic success across our grade levels.