

Public Charter Schools Grant Program (PCSGP) Application Received from Phoenix Charter Academy College View

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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: 2-4

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:

Employer Identification Number (EIN):

Addresses of all offices:

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

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.

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).

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.

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:

Question 3. Fiscal Sustainability

Describe how your charter school will maintain financial sustainability after the end of the subgrant period (2020 RFA – Rubric Item 11 “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:

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:

The provision of special education services for students with disabilities is outlined in IDEA Section 613(a)(5) and 613(e)(1)(B). Below is an overview of how the charter school will adhere to these provisions:

- **Staff Training:** Continuous professional development will be provided to staff to ensure they understand inclusive education principles and are equipped to meet the varied needs of students with disabilities. Teachers will also have access to Professional Learning Network meetings focused on best practices for special education. Training will emphasize the integration of technology into lessons for more inclusive planning and execution.
- **IEP Team Coordination:** The charter school will facilitate IEP team meetings that involve parents, special education teachers, general education teachers, and other professionals to develop and review individualized education programs for students with disabilities. Partnerships will be formed to provide additional resources and support for students and families.
- **Consistency with LEA Policies:** PCACV will ensure its special education programs and services align across all grade levels. The Administrative Team participates in the SELPA Executive Committee and the SELPA CEO Council, keeping staff updated on the expectations for special education students.
- **Inclusive Practices:** The school will promote the inclusion of students with disabilities in general education settings, fostering a supportive and integrated environment. This approach encourages interaction between students with and without disabilities.
- **Collaboration with SELPA Experts:** Collaboration between the charter school staff and special education specialists in Shasta County and El Dorado SELPA will be encouraged. The school will also promote participation in online training modules provided by SELPA and foster a welcoming and inclusive school culture for all students. Staff development will include the key principles of special education.
- **Consistent IEP Implementation:** The school will ensure that IEPs are consistently implemented to maintain continuity of services. Professional development opportunities will be offered to staff to ensure that educational materials are inclusive and responsive to the diverse needs of all students, supporting stability and well-being.
- **Resource Allocation:** Resources, including personnel, materials, and assistive technology, will be allocated in a manner that ensures equitable service distribution across PCACV. Technology will be used to strengthen connections between schools, parents, and the community, creating a supportive network for all students.
- **Transparent Communication:** The school will maintain open and transparent communication with parents of students with disabilities, keeping them informed about special education services and encouraging their active participation in the IEP process.
- **Parent Advisory Committees:** The school will establish parent advisory committees that include parents of students with disabilities to provide input on the implementation of special education services. Parental involvement will be encouraged through parent-teacher associations, open houses, and other collaboration opportunities.

- **Access to Related Services:** The school will guarantee that students with disabilities have access to related services like speech therapy, occupational therapy, and counseling. Professional development will also be provided to educators to equip them with the skills needed to effectively support a diverse student population.
- **Data Sharing:** The school will share relevant data on students with disabilities with the LEA to support informed decision-making and ensure alignment with broader LEA goals. Regular data analysis will be conducted to identify disparities among student groups and target interventions as needed.
- **Compliance Reporting:** Regular reports will be submitted to the SELPA to ensure compliance with IDEA requirements, detailing the provision of special education services.
- **Ongoing Monitoring:** Regular monitoring of the special education programs will be conducted to identify areas of improvement and ensure continued compliance with IDEA. Staff development will also include training on lesson plan monitoring to promote inclusivity.
- **Feedback Mechanisms:** Feedback mechanisms will be established for students, parents, and staff to report concerns and provide input on the effectiveness of special education services.

Educationally Disadvantaged Students (EDS):

Below is a summary of the strategies aimed at ensuring equal access to enrollment and participation for educationally disadvantaged students, including transportation needs:

1. Outreach and Attraction:

- o **Community Partnerships:** Establish collaborations with local organizations and businesses to support students from low-income families through donations and other resources.
- o **Informational Sessions:** Conduct sessions in underserved communities to inform families about the school's programs and the admission process.

2. Recruitment and Admissions:

- o **Diverse Outreach Teams:** Form teams reflecting community diversity to engage EDS families, with support staff designated to assist with emotional and academic needs.
- o **Streamlined Admission Process:** Simplify the application process to eliminate barriers and provide clear instructions.

3. Enrollment:

- o Fair Admissions: Utilize a transparent lottery system and an open enrollment policy to ensure equal access to EDS students.
- o Support Services: Offer enrollment assistance for families facing challenges such as language barriers or disabilities.

4. Programs and Services:

- o Personalized Learning Plans: Develop tailored learning plans for EDS students, with regular check-ins to assess and adjust support services.
- o Extended Learning Opportunities: Implement after-school programs and peer tutoring to further support EDS students academically.

5. Equal Access to School Programs:

- o Inclusive Curriculum: Ensure the curriculum is culturally responsive and accessible to all students. Use Universal Design for Learning principles to support diverse learners.
- o Extracurricular Activities: Provide opportunities for all students to participate in extracurricular activities, encouraging inclusivity and engagement.

6. Transportation:

- o Bus Services: Develop a transportation plan to meet the needs of EDS students, considering safety and accessibility.
- o Local Collaborations: Work with local transportation agencies to improve services for families facing transportation challenges.

7. Parental Involvement:

- o Parent Engagement: Create opportunities for parents to engage in their child's education, including meetings and advisory committees.
- o Communication: Offer multilingual communication to ensure parents are well-informed and involved in their children's education.

8. Retention Strategies:

- o Monitoring Progress: Continuously monitor EDS students and provide early interventions as needed.
- o Staff Training: Offer professional development for staff to create an inclusive environment and provide tailored instructional support.

English Learners (ELs):

PCACV will fulfill all legal requirements regarding English Learners (ELs), including those at risk of becoming long-term ELs. This includes ensuring annual notifications to parents, proper student identification and placement, program options, core content instruction, teacher qualifications, reclassification to fluent English proficient status, and compliance with standardized testing requirements. Policies will be in place to ensure proper placement, evaluation, and communication related to ELs and their rights.

- Home Language Survey: Upon initial enrollment, PCACV will administer a home language survey, which is included in the enrollment packet.
- English Language Proficiency Assessment: Students indicating a home language other than English will take the English Language Proficiency Assessments for California (ELPAC). The ELPAC has four proficiency levels (Level 4: well developed; Level 3: moderately developed; Level 2: somewhat developed; and Level 1: minimally developed) and aligns with the 2012 California ELD Standards. The assessment consists of two parts:
 - o Initial Assessment (IA): Administered once to determine if a student is an English Learner or fluent in English, based on the home language survey results. This is given to students in grades TK-12 whose primary language is not English.
 - o Summative Assessment (SA): Given annually to ELs until they are reclassified as fluent English proficient. The SA measures progress in English development and informs educational placement and accountability.
- Testing Protocol: The IA and SA will be administered in seven grade spans, with individual testing for speaking and group testing for other domains. PCACV will notify parents about their responsibility for ELPAC testing and share results within 30 days of receipt.

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:

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:

Parental and community involvement is a cornerstone of PCACV's educational framework. Both parents and local community members have played and continue to play a crucial role in (a) the planning, design, and execution of our school, and (b) shaping the school's ongoing culture and climate through the PCACV Advisory Council. This council is made up of a balanced mix of parents, staff members, and students. The council's mission is to gather feedback from stakeholders (equally representing staff and families) and use that input to improve the school, including the educational program and the overall school environment. This process involves organizing community events and student activities, addressing concerns raised by families and staff, and developing necessary policies for presentation to the Board of Directors. The Advisory Council is composed of four teachers, one classified staff member, the director, two parents of elementary students, two parents of high school students, and two high school students, all of whom are elected by PCACV families. The council holds regular meetings and reports to the Board of Directors during each session.

Parents receive updates on their child's progress and achievements through monthly meetings and additional periodic conferences. Broader school feedback is shared via the School Accountability Report Card (SARC), monthly newsletters from the Executive Director, and publicly accessible assessment results.

The annual California School Dashboard Report is available on the school's website at <https://www.ourpca.org/Parents/Results/index.html>. Additionally, the website provides information for parents regarding educational options, monthly newsletters, and copies of all board agendas and meeting minutes.

To promote continued parental involvement, PCACV organizes the following activities:

- **Engagement at Community Events:** PCACV will actively seek to raise its visibility in the community. Founding team members will attend key community events, such as those organized by the Chamber of Commerce, to spark interest in PCACV. The school will also set up information booths at popular local and regional events across the city.

- PCACV Advisory Council Meetings: We encourage all parents to participate in our Advisory Council, which plays a vital role in helping to shape and develop the PCACV program.

Question 7. Student Discipline

Required for all applicants.

Describe the school's student discipline practices:

PCACV performs the following to address student discipline:

Behavioral Support Teams:

- Create a dedicated behavioral support team to identify students at risk and develop tailored intervention plans to address their needs.
- Designate funding to hire additional staff, provide training, and secure resources for supporting students with behavioral challenges.

Counseling and Mental Health Support:

- Increase funding to expand access to counseling and mental health services for students struggling with behavioral challenges.
- Partner with community mental health organizations to strengthen available support systems.
- Enhance the school website to provide comprehensive information about community resources for all families.

Alternative Disciplinary Strategies:

- Introduce alternative discipline methods, such as behavior agreements, community service, or reflective assignments, as substitutes for suspension.
- Equip staff with training to effectively implement these alternative approaches.
- Provide additional professional development on classroom management and lesson planning techniques to engage students more effectively.

The following are feedback mechanisms used in school safety and connectedness:

Anonymous Reporting Systems:

- Establish anonymous reporting tools to empower students to share safety concerns confidentially and without fear of retaliation.

- Regularly review and respond to reports to address issues in a timely manner.
- Continue monitoring classroom engagement and participation as part of broader safety assessments.

Focus Groups:

- Organize focus groups with students, parents, and teachers to gather detailed qualitative feedback on safety and connectedness.
- Use the insights to pinpoint specific concerns and areas for improvement.

Parent Advisory Council:

- Leverage the existing Parent Advisory Council, comprising parents, teachers, and community members, to provide ongoing input on safety measures.
- Schedule routine meetings to address safety concerns and collaboratively identify solutions.

Data Analysis:

- Conduct consistent analysis of data related to discipline and safety to identify trends and inform decision-making.
- Apply the findings to adjust and improve safety strategies and intervention measures.
- Keep families informed about attendance expectations and highlight how regular attendance promotes positive behaviors, fosters a safe school environment, and supports academic success.

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: Advertise through local family-focused publications to reach the community effectively. Maintain an updated website and distribute a digital newsletter to keep stakeholders informed. Utilize press releases, newspapers, and radio ads as budget permits, while also targeting local publications specific to the intended audience. Increase visibility by actively participating in community events. Members of PCACV's founding team will attend events such as those hosted by the Chamber of Commerce to spark interest and raise awareness about PCACV. Set up information booths in high-traffic, high-visibility areas during well-attended local and regional events across the city. Explore and develop collaborations with local and regional organizations to enhance community engagement. Strengthen existing partnerships with the Community Partnership Services (CPS) program, which offers elective opportunities for PCACV students to participate in enriching activities.
- b. Enrollment practices: All prospective students and their parents/guardians shall complete an enrollment application packet after meeting with Charter School staff to learn about the educational programs, including the scheduling for the classroom-based program. PCACV has an enrollment and recruitment timeline that is aligned with the diverse needs and composition of the prospective population. PCACV shall be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition or discriminate against any student based upon any of the characteristics listed in Education Code Section 220. PCACV shall admit all pupils who wish to attend PCACV. No test or assessment shall be administered to students prior to acceptance and enrollment into PCACV. PCACV will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or the pupil's parent or legal guardian within the state, unless required by Education Code Section 51747.3. In accordance with Education Code Sections 49011 and 47605(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. In accordance with Education Code Section 47605(e)(4)(A), PCACV shall not discourage a pupil from enrolling or seeking to enroll in PCACV for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as

- determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605(e)(4)(C), PCACV shall not encourage a pupil currently attending PCACV to disenroll from PCACV or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), as listed above.
- c. Admissions practices, including lottery preferences and projected timeline for conducting a lottery: Applications will be accepted during a publicly advertised open enrollment period each year for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability, both for the classroom-based program and the home school programs. In the event that this happens, PCACV will hold a public random drawing to determine admission for the impacted grade level, with the exception of existing students, who are guaranteed admission in the following school year. Admission preferences in the case of a public random drawing shall be given to the following students in the following order: (1) Siblings of students admitted to or attending PCACV; (2) Children of Charter School teachers and staff; (3) Students who are currently enrolled in or who reside in the elementary school attendance area of the local public elementary school in which PCACV is located (for purposes of the SB 740 Charter School Facility Grant Program); (4) Residents of the District; and (5) All other applicants. PCACV and the District agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(e)(2)(B)(i)-(iv). The Board will take all necessary efforts to ensure lottery procedures are fairly executed. Lottery spaces are pulled in order of grade level by the designated lottery official (appointed by the Executive Director). Separate lotteries shall be conducted for each program and grade in which there are fewer vacancies than pupils interested in attending. All lotteries shall take place on the same day in a single location. Lotteries will be conducted in ascending order beginning with the lowest applicable grade level, and shall be repeated for each program (i.e., classroom-based and home school). There is no weighted priority assigned to the preference categories; rather, within each grade level, students will be drawn from pools beginning with all applicants who qualify for the first preference category, and shall continue with that preference category until all vacancies within that grade level have been filled. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference category until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students from the second preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided above. If a student is granted admission in the program

- that they indicated to be their first choice on their application, that student shall not be included in subsequent drawings for other programs. Public random drawing rules, deadlines, dates and times will be communicated in the application form and on PCACV's website. Public notice for the date and time of the public random drawing will also be posted once the application deadline has passed. PCACV will also inform parents of all applicants and all interested parties of the rules to be followed during the public random drawing process via mail or email at least two weeks prior to the lottery date. The admission and public random drawing processes are compliant with state and federal laws as described in the assurances.
- d. Waitlist practices, including how and when students are offered seats if they become available: At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a wait list according to their draw in the lottery. This wait list will allow students the option of enrollment in the case of an opening during the current school year. In no circumstance will a wait list carry over to the following school year. Students will receive notification that they were granted admission in the manner provided in PCACV's admission policy and will have seventy-two (72) hours to accept the offer, or the space will be considered forfeited. A student who was offered spaces in multiple programs (e.g., the classroom-based program, the 2-day a month program, and the 3-day a week program) must also elect in that time period the single program in which they wish to enroll. If, as a consequence of drawing from the waitlist, a student is granted admission in a particular program, they must accept that space within seventy-two (72) hours or the space will be considered forfeited.

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:

[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:

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: Although the Charter School is a new classroom-based school, it will be operated by a team that has more than 25 years of collective experience operating high performing charter school programs, including Phoenix Charter Academy ("PCA-Whitmore"), a charter school that had operated under the authorization of Whitmore Elementary School District from 2017 through 2022. The majority of the new students at the Charter School are previously students at PCA-Whitmore. This new Charter School intends to take best practices in personalized learning and parent partnerships and implement them in a decidedly classroom-based program focused on college-and career pathways. What makes this new program particularly innovative is that it will build an engaging and connected in-person campus community, while honoring individual choices and preferences of families around curriculum, modes of learning, and scheduling.

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: Based on historical evidence of enrollment at PCA-Whitmore, PCACV anticipated between 300 and 400 students across its classroom-based and nonclassroom-based programs. Current enrollment is approximately 300, on the lower end of these projections but with an expected split between classroom-based and nonclassroom-based enrollment, with nonclassroom-based enrollment comprising less than 20% of total enrollment and average daily attendance.

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: PCACV has demonstrated that it has a racially diverse student body in its first two years of operation, approximately matching that of its authorizing district as a whole: 70% white, 15% Hispanic, 15% other/multiple races. For socioeconomic diversity, PCACV's free/reduced lunch percentage is significantly higher at 57% than Columbia School District (39%). We feel we do thus provide high-quality educational opportunities to a racially and socio-economically diverse student body.

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:

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:

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:

Parental and community involvement is a fundamental pillar in PCACV's educational program. Parents and other members of the community have been and are involved in both (a) the planning, program design and implementation of our school, and (b) developing the school's ongoing culture and climate, through the PCACV Advisory Council, which is comprised of parents, staff members, and students. The purpose of PCACV's Advisory Council is to gather input from the vested members of our school community (evenly weighted between staff and families) and use that information to help improve or enhance the school, including the educational program as well as the school's culture and climate. This includes facilitating community events and other student-body activities, addressing concerns of the families/staff, and creating needed school policies to present to our board of directors. The council consists of four teachers, one classified staff member, the director, two parents of elementary students, two

parents of high school students, and two high school students. PCACV families elect the members. The PCACV Advisory Council meets regularly and reports to the Board of Directors at each meeting. Feedback on individual student progress and achievement results is given to parents via monthly meetings and additional periodic conferences, while overall feedback is provided via the School Accountability Report Card (SARC), monthly Newsletters from the Executive Director, and publicly available assessment results.

9Dii. How the charter school will meaningfully engage with both families and the community to create strong and ongoing partnerships:

To ensure ongoing parental involvement, PCACV engages in the following activities: (a) Host Community Events: PCACV will host 1 - 2 community events in preparation for PCACV opening. Events will include open houses, advertisements, and other similar promotional activities; (b) Attend and Establish Presence at Community Events: PCACV will make significant efforts to establish visibility in the community. PCACV founding team members plan to attend upcoming community events, such as the Chamber of Commerce to ignite interest about PCACV. PCACV will also set up information tables/booths in high traffic and high visibility areas during well-attended local and regional community events throughout the City; and (c) PCACV Advisory Council meetings: we regularly encourage all parents to participate in our Advisory Council to continue to help guide and develop our PCACV program.

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:

In addition to the collaborative culture as described above via the PCACV Advisory Council, we take extra steps to ensure that the curriculum is culturally responsive and addresses the diverse needs of EDS, and that our Parent Engagement Initiatives encourage parental involvement for all of our families including underserved students, such as regular meetings, workshops, and parent advisory committees, and that our effective communication channels include multilingual resources and both physical and electronic media to ensure we are contacting all families.

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):

We use the following methods to ensure engagement and accomodation of families from various backgrounds: (a) our marketing materials include flyers and via social media to appeal to various racial and ethnic groups within the County. Flyers may be distributed at coffee shops, libraries, churches, and businesses. Materials may be developed in English, Spanish, and other common languages in the target neighborhood; (b) we host host 1 - 2 community events including open houses, advertisements, and other similar promotional activities that use a variety of methods to attract a wide group of prospective families; (c) PCACV will maintain a website and send a digital newsletter. PCACV will continue to issue press releases, advertise in newspaper publications and radio stations as funding allows. PCACV will also advertise in local publications specific to the target community. In addition, PCACV intends to establish an enrollment and recruitment timeline that is aligned with the diverse needs and composition of the prospective population.

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:

Soliciting and incorporating input from our targeted student population, including students with disabilities and English Learners, is a top priority at PCACV. To accomplish this, PCACV will make significant efforts to establish visibility in the community. PCACV founding team members plan to attend upcoming community events, such as the Chamber of Commerce to ignite interest about PCACV. PCACV will also set up information tables/booths in high traffic and high visibility areas during well-attended local and regional community events throughout the City. Furthermore, we will explore potential partnerships within the local and regional communities.

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): Both our proposed permanent location and our adjoining temporary location have been selected to allow easy transportation access, including local bus services a detailed transportation plan that includes bus services and collaboration with local transportation authorities or community organizations to enhance transportation options for families facing challenges.

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.

As stated above, the ethnicities of PCACV's student population closely mirror those of its authorizing district and Shasta County as a whole. To prevent an increase in racial and/or socio-economic segregation or isolation, the PCACV governing board will review ethnicity as compared with the local community, and if substantive deviances occur in the future, will form a task force to review potential mitigation strategies.

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:

(a) Closure of the Charter School will be documented by official action of the Board of Directors. The action will identify the reason for closure. (b) the Charter School will promptly notify parents and students of the Charter School, the District, the Shasta County Office of Education, the Charter School's SELPA. (c) 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 pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements, to facilitate moves to other high-quality schools. The Charter School will ensure that the notification to the parents and students of the Charter School 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 the Charter School. (d) the Charter School will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities. (e) as applicable, the Charter School 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 FERPA. (f) the Charter School will ask the District to store original records of Charter School students. All student records of the Charter School shall be transferred to the District upon Charter School closure. If the District will not or cannot store the records, the Charter School shall work with the

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.

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: Bus Services: We will be implementing a detailed transportation plan that includes bus services to meet the needs of EDS, considering factors such as distance, safety, and accessibility. Collaboration with Local Agencies: We are collaborating with local transportation authorities or community organizations to enhance transportation options for families facing challenges. Car Pools: we have established car pools among our parents to maximize transportation access for all families.

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: 1/13/25

Name of Person at Charter Authorizer Contacted: Cathleen Serna, CBO

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: Element A Educational Program page 12, B Measurable

Student Outcomes page 40, C Methods of Assessment page 40, D Governance Structure page 70, E Employee Qualifications page 75, F Health & Safety Procedures page 79, G Student Population Balance page 84, H Admissions page 86, I Independent Financial Audits page 89, J Pupil Suspension & Expulsion page 90, K Employee Retirement Systems page 111, L Public School Attendance Alternatives page 112, M Employee Return Rights page 113, N Dispute Resolution page 114, O Closure Procedures page 115

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: 86

13Bii. The charter school shall not charge tuition: 86

13C. Describe additional quality controls contained in a Memorandum of Understanding or any additional contract or agreement with the charter authorizer: The Memorandum of Understanding between PCACV and its authorizer further describes revocation procedures, funding, legal relationship, fiscal monitoring and due dates and content of financial reporting, attendance accounting, special education services, oversight fees, and insurance and risk management.

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: When a charter school applies for renewal, its performance in the State accountability system is one of the most heavily weighted criteria. For renewal approval: (a) The school must demonstrate academic achievement and growth for all students, including significant improvement for traditionally underserved populations; (b) schools that fall into the lowest performance tiers for multiple years face a higher likelihood of renewal denial or revocation; (c) the State's indicators of success are considered alongside any local data that demonstrates positive student outcomes, provided it aligns with accountability standards.

Impact on Charter Revocation: Consistently poor performance in the State accountability system can lead to revocation of the school's charter. Specifically:

- Failure to meet established academic standards over time, including growth targets and proficiency benchmarks, signals a lack of alignment with the educational goals outlined in the school's charter petition.
- Lack of improvement in equity outcomes or chronic underperformance in serving specific student groups increases the risk of revocation.
- A revocation may also be considered if a school does not comply with State or federal laws governing education and accountability.

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: Columbia School District reserves the right pursuant to the MOU with PCACV to provide notice of revocation pursuant to Education Code Section 47607, with a reasonable opportunity to cure such violations in compliance with its charter, MOU and state law. This is set forth in Section 1 of the MOU.

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.

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).

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.