

# **Public Charter Schools Grant Program (PCSGP) Application Received from Shade Canyon School**

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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:

*and*

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

Page Numbers:

### 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 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:

## 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:

Shade Canyon School (SCS) is committed to providing a high-quality, inclusive educational experience that addresses the diverse needs of all students, including children with disabilities and English learners (ELs).

### **Educational Program and Inclusivity**

SCS offers a unique Public Waldorf-inspired curriculum that is both interdisciplinary and arts-infused. This approach is designed to cater to the individual needs of each student, leveraging their strengths and addressing their weaknesses. The Public Waldorf model's emphasis on hands-on learning, social connection, and developmental rhythms supports a broad range of student abilities and learning modalities.

### **Support for Children with Disabilities**

SCS is committed to complying with the Individuals with Disabilities Education Act (IDEA). We are currently a part of the El Dorado County Special Education Local Plan Area (SELPA). We function as our own Local Educational Agency (LEA), receiving funds directly and managing our special education program independently. The school's Vice-Principal currently oversees our program to ensure comprehensive support for students with disabilities. These services include:

- Managing IEPs to ensure required services are being offered.
- Differentiated classroom instruction to meet individual needs.
- Group work and one-on-one support from the Special Education Director or specialized staff.
- Provision of resources, coaching, and mentoring for classroom teachers to enhance their ability to support students with disabilities.

### **Support for English Learners**

SCS aims to foster English language proficiency and academic success for ELs through a structured and supportive program based on the English Language Development (ELD) Standards. Key components of this program include:

- Daily English Language Arts (ELA) instruction integrated with formal ELD lessons.
- Small group and individual instruction tailored to the ELD level of each student.
- Use of designated/integrated ELD strategies, Specially Designed Academic Instruction in English (SDAIE), and Guided Language Acquisition Design (GLAD) strategies.
- Homogeneous grouping during focused sessions to address specific language needs.

- Professional development for teachers to implement effective ELD instructional strategies.

### **Reclassification of English Learners**

SCS has a clear process for reclassifying ELs as Fluent English Proficient (FEP). This includes:

- Analyzing ELPAC results and other assessment data to determine eligibility for reclassification.
- Criteria for reclassification include achieving ELPAC levels 3-4, scoring average or above on NWEA MAP or comparable benchmarks, meeting or exceeding standards on CAASPP English assessments, teacher recommendations, and parent consultations.
- Continuous monitoring and assessment of ELs' progress by the EL Coordinator and classroom teachers to ensure timely and appropriate reclassification.

### **Professional Development and Teacher Support**

SCS recognizes the importance of ongoing professional development to equip teachers with the skills and knowledge needed to support all students effectively. The school's Professional Development (PD) Plan includes:

- Each teacher having a mentor
- Training in Public Waldorf/CCSS and methods to enhance ELD instruction.
- Collaborative planning sessions and weekly staff meetings to discuss student needs and instructional strategies.
- Participation in "Art of Teaching" training sessions to deepen understanding of child development and effective teaching practices.

### **Inclusive School Culture**

SCS fosters an inclusive school culture that values diversity and strives to create a supportive environment for all students. The school engages in broad and targeted outreach campaigns to ensure that all families in the community are informed about the school and have the opportunity to enroll. SCS also prioritizes social connection and community building through activities such as storytelling, arts integration, project-based learning, and seasonal festivals.

By implementing these comprehensive strategies, Shade Canyon School is well-positioned to meet the educational needs of its students, including children with disabilities and English learners, ensuring that every child has the opportunity to succeed and thrive.



## 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:

Shade Canyon School (SCS) is dedicated to actively soliciting and considering input from parents and community members in the implementation and operation of our charter school. Our approach is multifaceted and inclusive, ensuring that diverse voices are heard and integrated into our decision-making processes.

### **1. Parent and Community Meetings**

SCS holds monthly Parent Community Council meetings to discuss school operations, gather feedback, and provide updates on school activities.

We also hold monthly board meetings which are open to the public and advertised on our website as well as the school message board. We invite community members, local business leaders, and other stakeholders to provide input on school initiatives and community partnerships.

### **2. Surveys and Feedback Tools**

To gather ongoing input from parents and community members, SCS utilizes various feedback tools, including:

- Having administration present during drop-off and pick-up to talk with parents about concerns
- Regular newsletters and updates using SchoolCues, our Student Information System (SIS)
- Surveys: Comprehensive surveys administered by Kelvin Education distributed to parents, students, and staff to evaluate school performance, identify areas for improvement, and measure satisfaction levels.

### **3. Parent and Community Committees**

SCS has established several committees that include parent and community representation to ensure ongoing involvement in school governance:

- Parent Community Council: A group of parent volunteers who meet monthly to provide feedback on school operations.
- Board of Directors: The SCS by-laws require that at least one board member is a parent, ensuring direct parent involvement in governance.

### **4. Volunteer Opportunities and Workshops**

We encourage parents and community members to actively participate in school life through various volunteer opportunities and workshops for a minimum of 10 hours during the school year:

- Volunteers: Parents can assist in classrooms, helping with activities and providing support to teachers, as well as assist with caretaking of the school grounds and field trips.
- Skill-Sharing Workshops: Community members are invited to share their expertise through workshops that enrich the school's educational offerings (e.g., arts, crafts, technology).

### **5. Transparent Communication**

SCS is committed to maintaining transparent communication with parents and the community:

- Weekly Newsletters: Sent via SchoolCues, these newsletters keep families informed about upcoming events, important announcements, and opportunities for involvement.
- Open-Door Policy: School administrators maintain an open-door policy, welcoming parents and community members to share their thoughts and concerns directly.

### **6. Lottery Preferences and Enrollment**

Starting next year, our lottery preferences will be aligned with the CSP Nonregulatory Guidance (January 2014), ESEA 4310(2)(H)(ii), and EC sections 47605(e)(2)(B) or 47605.6(a)(2)(B) to ensure compliance with federal and state regulations. The preferences include:

- Siblings of currently enrolled students: To keep families together.
- Children of school founders, teachers, and staff: Limited to no more than 10% of total enrollment.

- Students residing within the KVUSD boundaries: To prioritize local families.
- Educationally disadvantaged students: Including those eligible for free or reduced-price meals, English learners, and students with disabilities, to promote diversity and inclusivity.

By implementing these comprehensive strategies, SCS ensures that parents and community members are integral partners in shaping the educational experiences and outcomes of our students. This collaborative approach not only strengthens the school community but also enriches the learning environment for all students.

## **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:

Shade Canyon School is dedicated to fostering strong partnerships with parents, families, and the broader community to enhance the educational experience and support student success. Our engagement strategies are comprehensive, inclusive, and designed to create a supportive and collaborative environment.

### **1. Active Parent Community Council**

SCS has established an active Parent Community Council (PCC) that plays a vital role in the school's operations and decision-making processes. The PCC meets regularly to discuss school policies, review program effectiveness, and provide input on various initiatives. The council includes diverse representation from parents and staff.

### **2. Kelvin Education Family and Community Surveys**

To assess and address the needs of our parent and community members, SCS utilizes Kelvin Education family and community surveys. These surveys are administered multiple times a year—at the beginning, middle, and end of the school year—to gather timely feedback on satisfaction levels, concerns, and suggestions. The data collected from these surveys inform our strategic planning and help us tailor our programs and services to better meet the needs of our families and community.

### **3. Comprehensive Communication Strategies**

Effective communication is the cornerstone of our engagement efforts. SCS employs a variety of communication tools and platforms to keep parents and community members informed and involved:

- E-mail/Text announcements, updates, and important information.

- Newsletters: Provide a snapshot of upcoming events, school news, and opportunities for involvement.
- Social Media and School Website: Regular updates on social media platforms and the school website ensure that families and community members have easy access to information.

#### **4. Inclusive Meetings and Events**

SCS hosts a variety of meetings and events designed to engage parents and community members:

- Parent-Teacher Conferences: Multiple conferences each year are used to discuss student progress, set goals, and collaborate on strategies to support student achievement.
- Seasonal Festivals and School Events: Opportunities for families and the community to come together, celebrate, and build strong relationships.
- Monthly Board Meetings, which are open to the public and have announcement and discussion periods.
- Resource Center: Providing resources and referrals for families in need of additional support, such as counseling, healthcare, and social services.
- Recruitment Events: Regular “Walk through Shade Canyon” events, open to the public for parents of potential students to visit and observe our school culture

#### **5. Volunteer and Leadership Opportunities**

We actively encourage parents and community members to take on volunteer and leadership roles within the school:

- Classroom Volunteers: Parents can assist in classrooms, helping with activities and supporting teachers.
- School upkeep and beautification: Parents assist with a variety of needs. Painting, repairing furniture, student desks, cleaning and painting, spreading woodchips, hauling away greenwaste, etc.
- Leadership Roles in Committees: Opportunities for parents and community members to lead or participate in various school committees, including the PCC and the Board of Directors.

#### **6. Continuous Improvement and Feedback**

We believe in the continuous improvement of our engagement strategies. Feedback from parents and community members is regularly solicited through:

- Kelvin Education Surveys: Administered multiple times a year to gather comprehensive and timely feedback.
- Focus Groups and Listening Sessions: Regularly scheduled sessions to dive deeper into specific issues and gather detailed input.
- Administration is regularly present during drop-off and pick-up to meet with parents in an informal manner.

By implementing these robust engagement strategies, Shade Canyon School ensures that parents, families, and community members are integral partners in the educational process, contributing to a vibrant and supportive school environment.

## **Question 7. Student Discipline**

*Required for all applicants.*

Describe the school's student discipline practices:

Shade Canyon School believes that students learn best in an environment with clear expectations about behavioral and community norms, allowing them to feel safe and nurtured. To maintain a positive learning community, Shade Canyon has developed a comprehensive set of student discipline policies. These policies are restorative in nature and are fully detailed in Shade Canyon's Parent Handbook. Each family receives a copy of these policies and is required to verify that they have reviewed them with their children at the time of enrollment or at the beginning of the school year.

### **Restorative Justice Practices**

Shade Canyon adheres to the principles of Restorative Justice, focusing on preventing undesired behaviors through various proactive strategies. All teachers receive training in these practices, and the Administrator monitors consistent implementation across the school. The key components of our restorative discipline approach include:

#### **Classroom Strategies:**

- Teacher Modeling: Teachers consistently model respectful and positive behavior.
- Respect Agreements: Students and teachers collaboratively create respect agreements that set clear behavioral expectations.
- Class Meetings: Class meetings, as outlined by Positive Discipline, are used to solve problems and build an inclusive, mutually supportive community where every student can experience success and a sense of belonging.
- Restorative Discipline: When conflicts arise, restorative practices are employed to address issues and repair harm.

- Meet & Greet: Daily greeting routines to foster positive relationships and set a welcoming tone.

**School-wide Strategies:**

- Anti-Bullying Program: Annual anti-bullying training is given to staff and development of an anti-bullying program is in development.
- Leadership Assemblies: Quarterly assemblies that promote leadership skills and community values.
- Class Leadership Presentations: Opportunities for students to present and demonstrate leadership within their class and school community.
- Parent Education: Quarterly sessions led by counselors and administrators to educate parents on restorative practices and effective discipline strategies.
- Service Learning: Engaging students in community service projects such as a winter coat drive to foster empathy, responsibility, and a sense of community.

**Redirection Strategies:**

When minor conflicts arise, teachers may employ redirection strategies such as:

- Proximity: Teachers may walk over to a student's area to gain attention and subtly redirect behavior.
- Nonverbal Cues: Using gestures or visual symbols to signal the need for behavior correction.
- Respect Agreement Reminders: Pointing to the respect agreement as a reminder of agreed-upon behaviors.
- Class-wide Reminders: General reminders to the whole class to encourage collective adherence to expectations.
- Classroom Management Systems: Implementing systems that minimize distractions and support a positive learning environment.

**Intervention Strategies:**

For more significant conflicts, intervention strategies may include:

- Guidance Committee Meetings: Meetings with the student and their parents/guardians to address behavior concerns and develop action plans.

- **Recommitment to Respect Agreements:** Reaffirming commitment to behavioral agreements.
- **Behavioral Plans:** Creating individualized plans to support students in meeting behavioral expectations.
- **Suspension or Expulsion:** As a last resort, suspension or expulsion may be considered, consistent with school policies and applicable laws.

By integrating these restorative practices and proactive strategies, Shade Canyon School ensures that students are supported in a safe, nurturing environment where they can thrive academically, socially, and emotionally.

## **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:**

Shade Canyon School engages in extensive recruitment efforts to inform and attract a diverse pool of applicants. Our recruitment practices include **Community Outreach:** Conducting outreach activities in various community locations, such as community centers, libraries, and local events, to reach potential applicants. **Information Sessions:** Hosting informational sessions and open houses to provide detailed information about our school’s mission, programs, and enrollment process. **Marketing in local print and on-line publications, social media, radio, and multilingual recruitment materials in multiple languages to ensure accessibility for non-English speaking families.** We also

collaborate with community organizations, local businesses, and media outlets to spread awareness about enrollment opportunities at Shade Canyon School.

B. Enrollment practices:

Our enrollment process is designed to be straightforward and accessible to all families. Key steps include:

- Application Submission: Families are required to submit an enrollment application by the published deadline. Applications are available online and in paper format.
- Application Assistance: Providing assistance to families who need help completing the application, including multilingual support.
- Public Notices: Posting enrollment information and deadlines on the school's website, social media channels, and in local community spaces.

C. Admissions practices, including lottery preferences and projected timeline for conducting a lottery:

Shade Canyon School employs a fair and transparent admissions process. Applications are accepted during an open enrollment period for the following school year. After the open enrollment period, if the number of applications exceeds the available seats in any grade level, a public random drawing (lottery) is conducted to determine enrollment for those grades.

The admissions preferences for the lottery, in order of priority, are:

1. Students who are children of Shade Canyon Founding Parents, teachers, and staff (up to a cap of 10% of enrollment). This recognizes the significant contributions of these individuals to the school's establishment and ongoing success.
2. Siblings of students admitted to or attending the Charter School.
3. Students who are children or grandchildren of current Board members.
4. Students who have been attending a Waldorf or Waldorf-inspired school for the majority of at least one school year immediately prior to desired attendance at Shade Canyon.
5. Students currently enrolled in or who reside in the attendance area of the local public elementary school in which the Charter School is



located, for purposes of the SB 740 Charter School Facility Grant Program.

6. Students who are residents of the Kelseyville Unified School District.
7. All other applicants.

The lottery is conducted by uninterested parties in a space large enough to accommodate all interested parents, though parents are not required to be present. Individual drawings are held based on the preferences listed above. Within two weeks of the lottery, parents are notified in writing of their child's acceptance or position on the waiting list.

Projected Timeline for Conducting a Lottery:

1. Application Deadline: Mid-March
2. Lottery Drawing: Mid-March.
3. Notification of Results: Within two weeks of the lottery.
4. Enrollment Confirmation: By the end of March.

- D. Waitlist practices, including how and when students are offered seats if they become available:

At the conclusion of the public random drawing, any students who were not granted admission due to capacity are given the option to place their name on a waitlist according to their draw in the lottery. The waitlist practices include:

1. Notification: Families are notified of their child's waitlist status immediately following the lottery.
2. Position on Waitlist: The waitlist is maintained in the order determined by the lottery draw.
3. Offer of Seats: When a seat becomes available, the family at the top of the waitlist is contacted and offered the seat.
4. Response Time: Families typically have one week to accept or decline the offered seat.
5. Ongoing Offers: Waitlist offers continue throughout the school year as seats become available, ensuring all vacancies are filled promptly.

6. Waitlist Validity: The waitlist does not carry over to the following school year. Families must reapply during the next open enrollment period for a new chance at admission.

By adhering to these practices, Shade Canyon School ensures that its admissions process is equitable and in compliance with state and federal laws, providing all students with a fair opportunity to enroll.

## **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:

*Shade Canyon 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:*

*Shade Canyon 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:*

- **Open Enrollment Period:** January 16, 2025 – March 16, 2025
- **Lottery Date:** March 19, 2025
- **Notification of Results:** Within two weeks of the lottery date

Parents will be notified in writing of their children's acceptance or placement on the waitlist within two weeks of the lottery. The lottery will be conducted by uninterested parties, and detailed records of the lottery process will be maintained to ensure transparency and compliance.

## 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:

The charter emphasizes that Public Waldorf education places the development of the individual child in the focal point, convinced that the healthy individual is a prerequisite for a healthy society. This approach aligns with community values that prioritize holistic development and long-term well-being.

### **Growing Demand for Waldorf Education**

As of 2021, there are 133 private Waldorf and nearly 60 public Waldorf charter schools throughout the United States, with twenty-three of these public charter schools in California. Waldorf education is recognized as the fastest growing educational movement globally. This indicates a strong interest and increasing demand for Waldorf-inspired education among families.

### **Community Support**

- KVUSD is one of the few districts in California that has increased in enrollment over the past five years. With this growth, SCS offers incoming families an additional public school option.
- SCS is one of only two classroom-based charter schools in all of Lake County, with the other charter school a half hour away on the other side of the mountain—meeting demand for alternative public school options.
- Over 220 families have shown interest in the Public Waldorf-inspired curriculum offered by SCS (a significant number in our rural area), both in an online survey conducted before the school opened, and in families who have enrolled their children since school opening.

- Community members and current parents actively support the school through donations and volunteering, contributing their time and resources to ensure the success of SCS. This includes participation in school events, assisting with classroom activities, and helping to maintain school facilities.
- The interest from families expressed through survey responses, individual inquiries, and needs of enrolled students shows that there is substantial demand for the specialized instructional approaches the school provides.

### **Benefits to the Community**

- The Public Waldorf-inspired curriculum aims to develop self-motivated, competent, and lifelong learners, which directly benefits the community by fostering individuals who are prepared to contribute positively to society.
- The educational model includes professional development for teachers, collaborative planning, and engagement with families, promoting a strong, community-centered approach to education.

### **Proposed Project and Community Needs**

The proposed project under the PCSGP subgrant would serve the interests of students and families by:

- Providing access to a high-quality, Public Waldorf-inspired education that addresses both academic and socio-emotional development.
- Meeting the needs of families looking for an alternative educational approach that emphasizes individualized learning and holistic development.
- Filling a gap in the availability of Public Waldorf education within the local community, ensuring that more students can benefit from this educational model.

**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:

Shade Canyon School is currently in its second year, serving TK through 3rd grade with a total enrollment of 64 students. The student-to-teacher ratio averages about 16 students per teacher, with a combined 2nd-3rd grade class, reflecting our commitment to providing personalized and effective instruction.

### **Anticipated Growth**

For the upcoming 2024-25 school year, we project the following:

- Transitional Kindergarten (TK): We anticipate having a dedicated TK class with a cap of 20 students.
- Kindergarten: We anticipate having a dedicated Kindergarten class with a cap of 20 students.
- 1st Grade: We currently have 20 Kindergarten students who are expected to advance to 1st grade, contributing to steady enrollment growth.

We are conservatively budgeting for 85 students next year, which would be a total addition of 21 new students, however if both TK/K classes are full, we could easily reach 30 new students.

### **Evidence Supporting Projected Enrollment**

1. Community Interest: Conversations among parents and community members indicate strong interest in our Public Waldorf-inspired curriculum. Many families are actively seeking an alternative educational model that emphasizes holistic development.
2. Current Enrollment Trends: The consistent enrollment in our current grades suggests a stable and growing demand. Our existing families have expressed satisfaction with the educational experience, which supports our projection of retaining current students and attracting new ones.
3. Future Kindergarten Enrollment: Based on ongoing community engagement and expressions of interest from prospective parents, we anticipate having full incoming TK and Kindergarten classes next year. Registration for the next academic year will open in late January, providing more concrete data to support our projections.
4. Supportive Data from Similar Schools: Data from other Public Waldorf-inspired charter schools in California demonstrates a high level of demand and consistent enrollment growth, reinforcing our confidence in achieving our projected numbers.
5. Local Educational Landscape: In Kelseyville and surrounding areas, there is a recognized need for high-quality educational options. KVUSD is one of the few districts in California that has grown in population in recent years, and the local public schools are experiencing rapid growth, creating a demand for more school seats, particularly those offering specialized instructional approaches like ours. A Public Waldorf charter school in Mendocino County, an hour away from SCS, has a long waitlist, indicating local demand for SCS's style of education. As only the second classroom-based charter school in all of Lake County, SCS is providing a unique, accessible, desirable educational opportunity for local students.

## Methodology and Calculations

- Retention Rate: Based on current family satisfaction and engagement, we anticipate a high retention rate of our existing students as they progress to the next grade levels.
- Enrollment Growth: The projected addition of 30 TK/Kindergarten students is based on current capacity, expressions of interest, and the demographic analysis of the local community.
- Community Feedback: Regular feedback and discussions with current parents and community stakeholders provide qualitative data supporting our enrollment projections.

By leveraging these methodologies and supporting data, we are confident in our projected student enrollment for the 2024-25 school year and beyond, ensuring we continue to meet the educational needs and interests of our community.

### **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:

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:

Shade Canyon School currently enrolls 64 students, with a demographic composition that includes:

- 19% Hispanic
- 11% Native American
- 5% Multi-ethnic

- 56% Unduplicated Pupil Count (UPC), which encompasses students who are socio-economically disadvantaged, English learners, and foster youth.

These demographics mirror the diversity of the local community and align with the school’s mission to provide high-quality educational opportunities to a diverse student body.

**Local Community and District Demographics**

SCS will serve students and be located within the geographical boundaries of Kelseyville Unified School District (KVUSD) and meet all physical location requirements under Assembly Bill (AB) 1505, 1507, and Anderson Union High School District v Shasta Secondary Home School decision.

Shade Canyon School serves a community and school districts that are characterized by significant racial and socio-economic diversity. This includes a substantial proportion of Hispanic and Native American students, as well as a considerable number of socio-economically disadvantaged families.

KVUSD has a high % of socio-economically disadvantaged (SED) students: overall average of 70.91% in 2024. KVUSD’s EL population in 2024: 15.6%.

The following table shows the racial demographics of KVUSD.

Race	KVUSD
White	43.1%
Hispanic/Latino	45.2%
Indigenous	2.7%
African American	0.6%
Asian, including Filipino	0.6%
Pacific Islander	0.1%
Two or more races	5.5%

**Recruitment and Retention Strategies**

Shade Canyon School is committed to fostering a racially and socio-economically diverse student body through the following strategies:

1. **Targeted Outreach and Recruitment:**



- Shade Canyon is currently looking to add more racially diverse governing board members that more closely represent our community demographics.
- Distributing multilingual informational materials to ensure accessibility for non-English-speaking families.
- Collaborating with local community organizations, churches, and social services to reach underrepresented families.

**2. Inclusive Admission and Enrollment Policies:**

- Implementing a public random drawing (lottery) system for admissions to ensure a fair and transparent process.
- Providing admissions preferences in compliance with CSP Nonregulatory Guidance, ESEA, and state education codes, while promoting diversity.

**3. Support Services for Retention:**

- Providing free breakfast and lunch to support low-income families.
- Cultivating a school culture that welcomes diverse traditions and fosters belonging, with community festivals and Cultural Shelves in the main building where families can display meaningful items that speak to their unique culture.

**Specialized Educational Program**

Shade Canyon School's Public Waldorf-inspired curriculum appeals to a broad range of families seeking an alternative to traditional public schooling. This educational approach emphasizes creativity, critical thinking, and holistic development, attracting a diverse student body interested in innovative and personalized learning experiences.

**Positive Impact on Local Diversity**

Shade Canyon School enhances the diversity of public school options in the local community. By offering a high-quality, specialized educational program, the school attracts families from various racial and socio-economic backgrounds, thereby promoting greater diversity in the educational landscape. The school's inclusive environment reflects and respects the diversity of the community it serves, enriching the learning experience for all 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:

Shade Canyon School has actively engaged families and the community from its inception to ensure that the vision and design of the school reflect the needs and aspirations of those it serves. Examples of this engagement include:

- **Community Meetings:** Regularly held meetings to gather input from families and community members about their educational priorities and vision for the school.
- **Surveys and Questionnaires:** Conducted surveys to solicit feedback on various aspects of the school's design, including curriculum preferences, extracurricular activities, and support services.
- **Focus Groups:** Organized focus groups with parents, local educators, and community leaders to discuss specific elements of the school's design and incorporate their insights into the planning process.

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

Shade Canyon School is committed to creating strong, ongoing partnerships with families and the community through the following strategies:

- **Parent Community Council (PCC):** Established a PCC to foster regular communication between parents and teachers, and to facilitate parent involvement in school activities and decision-making processes.
- **Volunteer Programs:** Encouraging parents and community members to volunteer in various capacities within the school, such as classroom aides, event organizers, and mentors.
- **Community Events:** Hosting events such as cultural festivals, open houses, and educational workshops that bring families and community members together, fostering a sense of community and shared purpose.

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:

Shade Canyon School aims to foster a collaborative culture that actively involves families in the decision-making process through:

- **Parent Community Council and Board of Directors:** Establishing advisory councils that include parents of all students, including those from underserved communities, to provide ongoing input on school policies and programs.
- **Regular Communication:** Maintaining open lines of communication through newsletters, emails, parent surveys, and a school app to keep families informed and involved in school activities and decisions.
- **Inclusive Meetings:** Holding regular meetings that accommodate parents' schedules

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):

Shade Canyon School's recruitment, admissions, enrollment, and retention processes are designed to be inclusive and accessible to families from diverse backgrounds:

- **Flexible Event Scheduling:** Conducting enrollment and recruitment events on weekends and during non-standard work hours to accommodate working families.
- **Language Access:** Providing interpreters at events and translating recruitment and enrollment materials into multiple languages to ensure accessibility for non-English-speaking families.
- **Accessible Information:** Distributing enrollment and recruitment information both online and in hard copy at community locations (farmers markets, local preschools, our annual may faire event, and many others) , and offering materials in large print or braille as needed.

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:

Shade Canyon School engages families and the community in developing its instructional model to best serve its diverse student population through:

- **Collaborative Curriculum Development:** Involving parents and community members in the development of the Public Waldorf-inspired curriculum through workshops and feedback sessions.
- **Specialized Support Programs:** Creating instructional programs tailored to the needs of students with disabilities and English learners, with input from families and specialists.
- **Ongoing Feedback:** Continuously gathering feedback from families about the effectiveness of instructional strategies and making adjustments as needed to better serve all students.

By implementing these comprehensive strategies, Shade Canyon School ensures that family and community engagement is a foundational element of its operation, fostering a collaborative and inclusive environment that supports the success and well-being of all students.

**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):

Shade Canyon School is committed to serving the needs of students and families in our community. Our operations plan reflects careful consideration of local assets and the unique characteristics of our rural location in Lake County, California.

#### **Long-term Lease with Kelseyville Lion's Club**

Shade Canyon School has secured a long-term lease with the Kelseyville Lion's Club, allowing us to utilize their existing facility and property. This partnership not only provides a centralized location for our school but also offers opportunities for future expansion to accommodate our growing student body.

#### **Transportation Considerations**

Lake County is predominantly rural, and most of our students rely on private transportation to get to school. Despite the rural nature of our community, we are mindful of the transportation needs of our students and families.

- **Driving:** The majority of our students are driven to school by their parents or guardians. Our location in Kelseyville is conveniently accessible by car, and we

have ensured that there is ample parking and drop-off space to accommodate this mode of transportation. We also encourage carpooling whenever possible.

- **Walking:** We have a few local families who are within walking distance of the school. For these students, the school's location provides a safe and convenient route.

### **Community Needs and Accessibility**

Shade Canyon School recognizes the importance of being accessible and supportive of our community's needs. Our strategic location within Kelseyville allows us to serve a diverse population of students from different parts of the county. We actively engage with families and community members to ensure that our school environment is welcoming and inclusive.

As we continue to grow, our expansion plans will include additional facilities to support a larger student body and more diverse programs. This ensures that we can meet the evolving needs of our community and provide high-quality educational opportunities for all students.

While we do not currently have a dedicated school bus service due to the rural setting and varied distances, we are exploring options to support families who may face transportation challenges. This includes coordinating carpools and exploring grant opportunities to potentially fund transportation solutions in the future.

By situating our school in a central and accessible location, and by considering the transportation and accessibility needs of our students, Shade Canyon School is well-positioned to support the educational aspirations of our community. Our ongoing commitment to engaging with families and utilizing community resources ensures that we remain responsive to the needs of the students and families we serve.

### **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.

Shade Canyon School is dedicated to fostering an inclusive and diverse educational environment that supports desegregation efforts within our community and the surrounding public school districts. To ensure our school does not hamper, delay, or negatively affect desegregation efforts, we have taken the following steps:

- **Compliance with Legal Requirements:** We comply with all local, state, and federal regulations concerning desegregation, including court orders and statutory obligations. Our policies and practices are designed to support the goals of desegregation and promote equitable access to educational opportunities for all students.
- **Voluntary Efforts for Diversity:** Shade Canyon School actively engages in voluntary efforts to create and maintain a diverse student body. Our recruitment strategies are inclusive and aim to attract students from various racial, ethnic, and socio-economic backgrounds. We collaborate with community organizations and stakeholders to promote our school and its mission of diversity.
- **Monitoring and Reporting:** We regularly monitor our enrollment demographics to ensure we are meeting our diversity goals. This data is reviewed by our board and stakeholders to make informed decisions and adjustments to our recruitment and retention strategies as needed.

To ensure Shade Canyon School does not increase racial or socio-economic segregation or isolation in the schools from which our students are drawn, we have implemented the following strategies:

- **Equitable Recruitment Practices:** Our recruitment efforts target a wide range of communities and are designed to reach families from various socio-economic backgrounds. We provide information sessions, distribute materials in multiple languages, and hold events at accessible locations and times to ensure all families have the opportunity to learn about our school.
- **Diverse Student Body:** We aim to reflect the diversity of the broader community in our student body. Our current enrollment includes 19% Hispanic, 11% Native American, and 5% multi-ethnic students, with a 56% unduplicated pupil count. We will continue to strive for a balanced representation of all racial and socio-economic groups.
- **Community Engagement:** We actively engage with families and community organizations to build strong relationships and ensure that our school remains a welcoming and inclusive environment. This includes ongoing communication, family engagement activities, and opportunities for community input in school decision-making.

By adhering to these practices and principles, Shade Canyon School is committed to supporting desegregation efforts and promoting diversity within our educational community. Our goal is to provide high-quality education to all students while

contributing positively to the broader efforts of creating and maintaining desegregated public schools.

## **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:

In the unfortunate event that Shade Canyon School closes or loses its charter, we are committed to ensuring a smooth transition for our students. Our plans and procedures for providing student records to another public school or school district in a timely manner include:

### **1. Immediate Notification:**

- Parents and guardians will be immediately informed about the school closure or charter loss through multiple communication channels, including email, phone calls, and official letters.
- Local school districts and the California Department of Education will also be notified promptly.

### **2. Designation of a Records Coordinator:**

- A dedicated records coordinator will be appointed to oversee the process of transferring student records.
- This coordinator will be responsible for maintaining accurate records and ensuring their secure and timely transfer.

### **3. Preparation and Organization:**

- Student records will be organized and prepared for transfer, including academic transcripts, Individualized Education Programs (IEPs), health records, and any other relevant documentation.
- All records will be reviewed for completeness and accuracy.

### **4. Secure Transfer:**

- Student records will be transferred securely to the receiving public schools or school districts.

- Transfers will be conducted electronically when possible, utilizing secure file transfer protocols to ensure the confidentiality and integrity of the records.
- In cases where electronic transfer is not feasible, records will be sent via certified mail or other secure delivery methods.

**5. Timeline:**

- The entire transfer process will be completed within 30 days of the school's closure announcement.
- Parents and guardians will receive confirmation once their child's records have been successfully transferred.

**2. Helping Students Transition to High-Quality Schools**

To support students enrolled in Shade Canyon School in attending other high-quality schools, the following procedures will be implemented:

**1. Transition Support Team:**

- A transition support team will be formed, consisting of school counselors, administrative staff, and community liaisons.
- This team will provide personalized assistance to each student and family throughout the transition process.

**2. Information Sessions:**

- Information sessions will be held for parents and guardians to provide details about available high-quality schools in the area.
- Representatives from local public schools and school districts will be invited to present information about their programs and enrollment procedures.

**3. Assistance with Applications:**

- The transition support team will assist families in completing enrollment applications for new schools.
- Guidance will be provided on school selection, application deadlines, and required documentation.

**4. Liaison with Receiving Schools:**

- The support team will coordinate with receiving schools to ensure a smooth transition for students.



- Meetings will be arranged between families and representatives from the receiving schools to facilitate a seamless enrollment process.

**5. Ongoing Support:**

- Follow-up support will be provided to families after the transfer to ensure students are settling into their new schools.
- School counselors will be available to address any academic or social-emotional needs that arise during the transition.

**6. Community Resources:**

- Information about community resources, such as after-school programs and tutoring services, will be provided to families to support students' continued success in their new educational environments.

By implementing these clear plans and procedures, Shade Canyon School aims to minimize disruption and provide the necessary support to ensure that all students have access to high-quality educational opportunities, even in the event of a school closure or loss of charter.

## **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:

Shade Canyon Charter School has carefully considered and planned for the transportation needs of all students to ensure equitable access to our educational programs. Our approach includes understanding the local context, gathering input from families, and implementing strategies to address diverse transportation needs.

### **Community Context and Assessment**

**1. Local Demographics and Geography:**

- a. Shade Canyon Charter School is located in Lake County, a rural area where many families rely on personal vehicles for transportation due to limited public transportation options.
- b. We have assessed the geographical spread of our student population to identify areas with higher transportation needs.

**2. Family Input:**

- a. We conducted surveys and held community meetings to gather input from families regarding their transportation challenges and needs.
- b. Feedback from these engagements highlighted the need for safe and reliable transportation options, particularly for families living farther from the school.

### **Transportation Solutions and Strategies**

#### **1. Carpooling Initiatives:**

- a. This year we plan to establish a carpooling program to facilitate shared rides among families through a secure online platform where parents can connect with other families in their area to arrange carpool schedules.

#### **2. Partnerships with Local Organizations:**

- a. We are exploring partnerships with local organizations, such as community centers and faith-based groups, to provide additional transportation support.
- b. These partnerships aim to leverage existing community resources including a transportation assistance fund to enhance transportation options for our students. This fund can be used to provide gas vouchers or subsidize transportation costs for eligible families.
- c. We are in early talks with Lake Transit, the county bus service, about them potentially adjusting their bus schedule to match school dropoff and pickup times.

### **Safety and Accessibility**

#### **1. Safe Routes to School:**

- a. We collaborate with local authorities to ensure safe routes to school for students who walk or bike.
- b. This includes advocating for improved sidewalks, crosswalks, and traffic calming measures near the school.

#### **2. Accessibility for Students with Disabilities:**

- a. We have developed provisions to accommodate students with disabilities, ensuring they have access to appropriate transportation options.
- b. We work with families to understand their specific needs and arrange suitable transportation solutions, such as specialized vans or services.

### **Ongoing Evaluation and Improvement**

#### **1. Regular Surveys and Feedback:**

- a. We conduct regular surveys to gather ongoing feedback from families about their transportation experiences and needs so that we can adjust and improve the transportation support we facilitate.

By implementing these thoughtful and comprehensive steps, Shade Canyon School aims to address the transportation needs of all students, ensuring that transportation barriers do not impede access to our high-quality educational programs.

## 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: 12/12/2024

Name of Person at Charter Authorizer Contacted: Nicki Thomas and Christopher Perry

## 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:

The Memorandum of Understanding (MOU) between Kelseyville Unified School District (KVUSD) and Shade Canyon School outlines various quality controls to ensure that the charter school operates effectively and in compliance with relevant regulations. Here are some key quality controls agreed upon:

1. **Annual Oversight and Monitoring:** KVUSD will conduct annual oversight visits to review the educational program, fiscal management, and overall operations of

Shade Canyon School. These visits will help ensure compliance with the terms of the charter and state regulations.

2. **Annual Performance Report:** Shade Canyon School is required to provide an annual performance report to KVUSD. This report includes academic achievement data, financial statements, and other key performance indicators.
3. **Financial Audits:** The school must undergo annual independent financial audits conducted by a certified public accountant. The results are to be shared with KVUSD.
4. **Student Achievement Data:** Shade Canyon School must submit student achievement data, including standardized test scores and other assessment results, to KVUSD for review.
5. **Site Visits and Inspections:** KVUSD has the right to conduct site visits and inspections at any time to ensure that the school is complying with all applicable laws and the terms of the charter.

These quality controls help maintain accountability and ensure that Shade Canyon School meets its educational goals and obligations.

### **Required Elements Under 47605(c)(5) Contained in the Charter Petition**

California Education Code Section 47605(c)(5) outlines 15 required elements that must be included in a charter petition. Below are these elements and their corresponding page numbers in the Shade Canyon School charter petition:

1. **Description of the Educational Program:** This includes the school's mission, vision, and the targeted student population. (Pages 20-115)
2. **Measurable Pupil Outcomes:** The specific educational outcomes that students are expected to achieve. (Pages 116-129)
3. **Methods to Assess Pupil Progress:** The assessment tools and methods to measure student progress towards the pupil outcomes. (Pages 130-136)
4. **Governance Structure:** The organizational structure of the school, including the roles and responsibilities of the governing board. (Pages 137-144)
5. **Employee Qualifications:** The qualifications required for employees, including teaching staff and administrators. (Pages 145-152)
6. **Health and Safety Procedures:** Policies and procedures to ensure the health and safety of students and staff. (Pages 153-159)
7. **Means to Achieve Racial and Ethnic Balance:** Strategies to achieve a racial and ethnic balance reflective of the district. (Pages 160-161)

8. **Admission Requirements:** The criteria and procedures for student admission. (Pages 162-167)
9. **Financial and Programmatic Audit:** Annual audits of the school's financial and programmatic operations. (Pages 168-169)
10. **Suspension and Expulsion Procedures:** The policies and procedures for student suspension and expulsion. (Pages 170-192)
11. **Retirement Systems:** The retirement systems for employees, such as STRS or PERS. (Pages 193)
12. **Attendance Alternatives:** Options for students who choose not to attend the charter school. (Pages 194)
13. **Employee Rights:** Rights of employees in terms of employment, including transfer and seniority rights. (Pages 195)
14. **Dispute Resolution Procedures:** The process for resolving disputes between the school and the chartering authority. (Pages 196-197)
15. **Closure Procedures:** Procedures for the closure of the school, including the disposition of assets and liabilities. (Pages 198-200)

These elements ensure that the charter petition meets the statutory requirements and provides a comprehensive plan for the operation of the charter school.

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: 14, 162

13Bii. The charter school shall not charge tuition: 14, 162

13C. Describe additional quality controls contained in a Memorandum of Understanding or any additional contract or agreement with the charter authorizer:

Shade Canyon School has established additional quality controls through a Memorandum of Understanding (MOU) with Kelseyville Unified School District (KVUSD). This MOU outlines specific responsibilities and procedures to ensure the effective operation and oversight of the charter school. Below are some of the key quality controls included in the MOU:

1. **Annual Performance Review:**

- The MOU requires an annual performance review of Shade Canyon School. This review includes an evaluation of academic performance, financial health, governance, and operational compliance.
- **Relevant Sections:** Article III, Section 1 (pages 3-4)

**2. Financial Reporting:**

- Shade Canyon School must submit quarterly and annual financial reports to KVUSD. These reports include income statements, balance sheets, cash flow statements, and budget-to-actual comparisons.
- **Relevant Sections:** Article IV, Sections 1-4 (pages 4-5)

**3. Audit Requirements:**

- The school is required to undergo an annual independent financial audit. The audit report must be submitted to KVUSD, and any findings must be addressed promptly.
- **Relevant Sections:** Article IV, Section 5 (page 5)

**4. Student Achievement Data:**

- The school must provide KVUSD with regular updates on student achievement data, including standardized test scores and other assessments. This data is used to monitor the academic progress of students and the effectiveness of the school's educational program.
- **Relevant Sections:** Article V, Sections 1-3 (pages 5-6)

**5. Site Visits and Inspections:**

- KVUSD has the right to conduct site visits and inspections to ensure compliance with the charter petition and MOU. These visits may include classroom observations, interviews with staff and students, and reviews of records and documentation.
- **Relevant Sections:** Article VI, Sections 1-2 (page 6)

**6. Professional Development and Training:**

- Shade Canyon School is required to provide ongoing professional development and training for its staff. This includes training on curriculum implementation, instructional strategies, and compliance with state and federal regulations.
- **Relevant Sections:** Article VII, Section 1 (page 7)

**7. Health and Safety Compliance:**

- The school must comply with all applicable health and safety regulations. This includes regular safety drills, maintenance of health records, and implementation of safety plans.
- **Relevant Sections:** Article VIII, Sections 1-3 (pages 7-8)

**8. Special Education Services:**

- Shade Canyon School must provide appropriate special education services to eligible students. The school is responsible for developing and implementing Individualized Education Programs (IEPs) and ensuring compliance with IDEA.
- **Relevant Sections:** Article IX, Sections 1-4 (pages 8-9)

**9. Student Enrollment and Admissions:**

- The MOU outlines the procedures for student enrollment and admissions, ensuring a fair and transparent process. This includes maintaining a lottery system when applications exceed available spaces.
- **Relevant Sections:** Article X, Sections 1-3 (pages 9-10)

**10. Dispute Resolution:**

- The MOU includes a detailed dispute resolution process for addressing conflicts between Shade Canyon School and KVUSD. This process aims to resolve disputes amicably and efficiently.
- **Relevant Sections:** Article XI, Sections 1-3 (pages 10-11)

These quality controls, as outlined in the MOU, are designed to ensure that Shade Canyon School operates effectively, maintains high standards of academic and operational performance, and complies with all applicable laws and regulations. The partnership with KVUSD through the MOU provides a robust framework for accountability and continuous improvement.

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:

Shade Canyon School's performance in the State's accountability system and its impact on student achievement are critical factors in the renewal or potential revocation of its charter. These criteria ensure that the school consistently provides high-quality education and demonstrates continuous improvement in student outcomes.

**Key Factors for Renewal or Revocation:**

**1. Academic Performance:**

- **Student Achievement:** The school's performance on standardized tests and other assessments is closely monitored. High achievement scores and significant student academic growth are essential for charter renewal.
- **Academic Growth:** Progress in student learning over time, as measured by state assessments and other indicators, is a primary consideration. Consistent improvement in academic growth demonstrates the school's effectiveness in fostering student learning.
- **Subgroup Performance:** The performance of various student subgroups (e.g., economically disadvantaged students, English learners, students with disabilities) is analyzed to ensure that all students are benefiting from the school's educational program.

**2. State Accountability Ratings:**

- **School Performance Index (SPI):** The school's SPI rating, which includes measures of academic performance, academic growth and graduation rates (if applicable), plays a significant role in renewal decisions.
- **California School Dashboard:** Performance indicators from the California School Dashboard, including chronic absenteeism, suspension rates, and English Learner progress, are evaluated to assess the school's overall effectiveness and areas for improvement.

**3. Other Academic Indicators:**

- **Local Assessments:** Performance on local assessments, in addition to state assessments, is considered to provide a comprehensive view of student achievement.

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:

**Financial Management:**

**1. Financial Health and Stability:**

- The charter authorizer, KVUSD, reserves the right to revoke or not renew Shade Canyon School's charter if there are significant concerns about the school's financial health and stability. This includes consistent budget deficits, cash flow problems, or failure to meet financial reporting requirements.



- **Relevant Section in MOU:** Article IV, Sections 1-4 (pages 4-5)

## 2. Financial Audits:

- Annual independent financial audits are required to ensure transparency and accountability. Findings from these audits that indicate financial mismanagement or non-compliance with financial policies may lead to revocation or non-renewal.
- **Relevant Section in MOU:** Article IV, Section 5 (page 5)

## Structural and Operational Management:

### 1. Governance and Leadership:

- The effectiveness of the school's governance structure and leadership team is critical. Issues such as governance disputes, leadership turnover, or failure to adhere to the governance policies outlined in the charter petition can trigger revocation or non-renewal.
- **Relevant Section in MOU:** Article III, Section 1 (pages 3-4)

### 2. Operational Compliance:

- Compliance with all operational requirements, including student enrollment and admissions procedures, special education services, and health and safety regulations, is mandatory. Non-compliance or repeated violations can lead to serious consequences, including revocation.
- **Relevant Sections in MOU:** Article VIII, Sections 1-3 (pages 7-8) and Article IX, Sections 1-4 (pages 8-9)

### 3. Site Visits and Inspections:

- Regular site visits and inspections by KVUSD help ensure that Shade Canyon School adheres to its charter and MOU requirements. Significant findings during these visits that indicate operational deficiencies can impact the renewal decision.
- **Relevant Section in MOU:** Article VI, Sections 1-2 (page 6)

## Conclusion

The charter authorizer, KVUSD, utilizes a comprehensive approach to ensure that Shade Canyon School meets high standards of academic performance, financial health, and operational compliance. The school's performance in the State's accountability system, along with its impact on student achievement, is a primary factor in the renewal process. Additionally, the authorizer reserves the right to revoke or not renew the charter based on financial, structural, or operational concerns, as outlined in the MOU.