# Public Charter Schools Grant ProgramRequest for ApplicationsStart-Up Subgrant Application Packet

*California Department of Education*

*Revised April 2025*

## Form 1 – Application Component Checklist

Forms must be compiled in one single PDF submission the order indicated on the tables below. For each item, initial to indicate whether the item was included or not applicable (N/A). **Prior to submission,** **applicant must enter the Charter School Name in the document header where indicated.**

Start-Up Subgrant Application Packet Forms

| **Start-Up Subgrant Application Packet Forms** **(Found in this application packet)** | **Application Requirements** | **Initial If Included** | **Initial If Not Applicable** |
| --- | --- | --- | --- |
| Form 1 – Application Component Checklist*The applicant must complete the “Application Status” for each item.* | Required |  |  |
| Form 2 – Subgrant Application Cover Sheet *The Primary Applicant must sign using an authenticated electronic signature.* | Required |  |  |
| Form 3 – Subgrant Application Narrative (30-page limit) | Required |  |  |
| Form 3a – High-Quality Charter School Response (6-page limit) | Expansion and Replication Applicants Only |  |  |
| Form 3b – Supplemental Funding Eligibility | Required for Supplemental Funding |  |  |
| Form 4 – Subgrant Project Goals and Performance Measures (3-5 Goals) | Required |  |  |
| Form 5 – Subgrant Conditions and Assurances *The Primary Applicant must sign using an authenticated electronic signature.* | Required |  |  |

PCSGP Start-Up Subgrant Budget Proposal Excel Workbook Forms

| **Start Up Subgrant Budget Proposal Forms** **(Found in the Excel workbook download)** | **Application Requirements** | **Initial If Included** | **Initial If Not Applicable** |
| --- | --- | --- | --- |
| Form 6 – Subgrant Budget Summary  | Required |  |  |
| Form 7 – Subgrant Budget Narrative | Required |  |  |

PCSGP Start-Up Subgrant Attachments

| **Attachment Letter** | **Attachment Description**(Not included in overall page count) | **Application Requirements** | **Initial If Included** | **Initial If Not Applicable** |
| --- | --- | --- | --- | --- |
| A | Verification of SAM Registration | Required |  |  |
| B | STD. 204 State of California – Department of Finance Payee Data Record | Required |  |  |
| C | Evidence of Authorizer Notification of PCSGP Start-Up Subgrant Application | Required |  |  |
| D | Resumes of All Governing Board Members | Required |  |  |
| E | Articles of Incorporation (Signed and Dated) | Required |  |  |
| F | Governing Board By-Laws (Signed and Dated) | Required |  |  |
| G | Replication/Expansion Subgrantees only: High-Quality Assurances*Must be signed by the charter school administrator, on school letterhead.* | Required for Replication & Expansion Applicants |  |  |
| H | Copy or description of the contract for any CMO, EMO, or ESP identified in Form 2 | If applicable |  |  |
| I | Lottery Assurances*Must be signed by the charter school administrator, on school letterhead.* | If applicable |  |  |
| J | Charter Petition and Authorizing Board Approval*(Required for any school that does not have an approved Charter Number at the time of application)* | If applicable |  |  |

Additional appendices should not be included.

## Form 2 – Subgrant Application Cover Sheet

### 1–26. Charter School Information

| **Item Number** | **Required Information** | **Applicant Response** |
| --- | --- | --- |
| 1 | Charter School Name |  |
| 2 | Address |  |
| 3 | City |  |
| 4 | Zip Code  |  |
| 5 | County  |  |
| 6 | Telephone Number  |  |
| 7 | County-District-School (CDS) Code  |  |
| 8 | Funding Type*(Directly funding, Locally funded)* |  |
| 9 | Is this school a conversion school? *(Yes/No)**If Yes, what was the name of the school that was converted?* |  |
| 10 | Unique Entity Identifier (UEI)  |  |
| 11 | Charter Authorizing Agency Name  |  |
| 12 | Charter School Number |  |
| 13 | Date of Most Recent Charter Approval |  |
| 14 | Current Charter Term |  |
| 15 | School Opening Date *Expansion applicants must also provide the date on which the intended expansion has/will occur.* |  |
| 16 | Charter School Model (e.g., rural, etc.) |  |
| 17 | Requested Reimbursement Cadence *(Monthly or Quarterly):* |  |
| 18 | Type of Subgrant Requested (Identify One):* **Planning & Implementation:** For freestanding charter schools that are not yet serving students
* **Implementation Only:** For freestanding charter schools that began instruction on or after July 1, 2023
* **Replication:** For new charter schools whose governing board oversees two or more charter schools
* **Expansion:** For charter schools adding at least one grade level or increasing enrollment by at least 25%
 |  |
| 19 | Total Base Award Requested |  |
| 20 | Current Supplemental Funding Requested |  |
| 21 | Total Subgrant Award Currently Requested*Include only base funding and supplemental funding categories for which the school is currently eligible.* |  |
| 21a | Current Supplemental Funding Eligibility: *Identify supplemental funding categories for which the school has evidence that it is currently eligible. Eligibility verified based on evidence provided on Form 3b.** Students with Disabilities
* English Learners
* Socioeconomically Disadvantaged
* Career Technical Education (CTE)
* Innovation & Sharing Best Practices
* High School
* Enrollment
* School Is Not Currently Eligible for Any Supplemental Funding
 |  |
| 21b | Projected Future Supplemental Funding Eligibility: *Include supplemental funding categories for which the school projects for future eligibility for PCSGP Office planning purposes only. Projections will not impact current award totals and will not limit future supplemental funding eligibility review.** Students with Disabilities
* English Learners
* Socioeconomically Disadvantaged
* Career Technical Education (CTE)
* Innovation & Sharing Best Practices
* High School
* Enrollment
* School Does Not Anticipate Future Supplemental Funding Eligibility
 |  |
| 22 | Preference Point: Is the applicant school site currently or proposed to be located in a district with fewer than five charter schools or county with fewer than ten charter schools? (One point)*(Yes/No)**If Yes, Provide Name of District or County Location* |  |
| 23 | Identify the page number of the charter petition on which the following requirements under *EC* Section 47605(e)(1) are located.*(A) Education Program:* *(B) Measurable Pupil Outcomes:* *(C) Methods of Assessment:* *(D) Governance Structure:* *(E) Employee Qualifications:* *(F) Health and Safety Procedures:* *(G) Student Population Balance:* *(H) Admission Policies and Procedures:* *(I) Independent Financial Audits:* *(J) Pupil Suspension and Expulsion Procedures:* *(K) Employee Retirement Systems:* *(L) Public School Attendance Alternatives:* *(M) Employee Return Rights:* *(N) Dispute Resolution:* *(O) Closure Procedures:* |   |
| 23a | Identify the page number of the charter petition on which the following additional requirements are located.* *The charter school is nonsectarian in its programs, admissions policies, employment practices, and all other operations:*
* *The charter school shall not charge tuition:*
 |   |
| 24 | Is the school's performance in the State's accountability system and impact on student achievement one of the most important factors for renewal or revocation of the school's charter? *(Yes/No)* |  |
| 25 | Does the charter authorizer 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? *(Yes/No)* |  |
| 26a | What is the virtual status of the charter school as defined by federal regulations: *(Fully Virtual; Primarily Virtual; Supplemental Virtual; or Not Virtual)* * Fully virtual: All instruction offered by the school is virtual. This does not exclude students and teachers meeting in person for field trips, school sponsored social events or assessment purposes. All students receive all instruction virtually.
* Primarily virtual: The school’s major purpose is to provide virtual instruction to students, but some traditional classroom instruction is also provided. Most students receive all instruction virtually.
* Supplemental virtual: Instruction is directed by teachers in a traditional classroom setting; virtual instruction supplements face-to-face instruction by teachers. Students vary in the extent to which their instruction is virtual.
* Not virtual: The school does not offer any virtual instruction. No students receive any virtual instruction.
 |  |
| 26b | What is the charter school's current or projected Title I status? *(Targeted Assistance School; Schoolwide Program; or Not Title I)* |  |
| 26c | Is the charter school currently or projected to be a full-service community school? *(Yes/No)* |  |
| 26d | Has the charter school ever received funding support through the CSP's Credit Enhancement program? *(Yes/No)* |  |

### 27. Applicant Enrollment

Enter the current and projected enrollment levels for the school by grade level. Enter “N/A” for any items that are not applicable to the school (e.g. school does not serve that grade level).

27. Applicant Enrollment

| **Grade Level**  | **Current Enrollment at the Time of Application** | **Projected Enrollment for Subgrant Year 1** | **Projected Enrollment for Subgrant Year 2** | **Projected Enrollment for Subgrant Year 3** |
| --- | --- | --- | --- | --- |
| Transitional Kindergarten |  |  |  |  |
| Kindergarten |  |  |  |  |
| 1 |  |  |  |  |
| 2 |  |  |  |  |
| 3 |  |  |  |  |
| 4 |  |  |  |  |
| 5 |  |  |  |  |
| 6 |  |  |  |  |
| 7 |  |  |  |  |
| 8 |  |  |  |  |
| 9 |  |  |  |  |
| 10 |  |  |  |  |
| 11 |  |  |  |  |
| 12 |  |  |  |  |
| Total |  |  |  |  |

### 28–33. Governance and Management Organizations

| **Item Number** | **Required Information** | **Applicant Response** |
| --- | --- | --- |
| 28 | Governing Board Nonprofit Name |  |
| 29a | Will the school work with a charter management organization (CMO) during the subgrant term? *(Yes/No)* |  |
| 29b | Will the school work with an educational management organization (EMO) during the subgrant term? *(Yes/No)* |  |
| 29c | Will the school work with an educational service provider (ESP) during the subgrant term? *(Yes/No)* |  |
| 30 | If the school will work with a CMO, EMOs, or ESP identify that entity’s:* Legal Name
* Employer Identification Number (EIN)
* Address of all offices
* Status of the entity as non-profit or for-profit
 |  |
| 31 | List all governing board members of charter school including:* Full Name
* Business Mailing Address(es)
* Affiliation with the Charter School (e.g. relationship with any charter school student, staff, contractor, vendor, CMO, EMO, or ESP affiliated with the school).
 |  |

List the names of all charter schools for which the above governing board is responsible (applicants may add rows to the table, as needed).

32. Charter Schools Under School’s Governing Board

| **Charter School Name** | **Charter School Number** | **CDS Code** |
| --- | --- | --- |
|  |  |  |
|  |  |  |

List the names of all additional charter schools for which the above listed governing board members are responsible (applicants may add rows to the table, as needed).

33. Other Charter Schools Under School’s Listed Governing Board Members

| **Governing Board Member Name** | **Charter School Name** | **Charter School Number** | **CDS Code** |
| --- | --- | --- | --- |
|  |  |  |  |
|  |  |  |  |

### 34–35. Prior Involvement with PCSGP or Charter Schools Program Recipient Charter School

Have any of the principal parties submitting this application been involved in the development or operation of any other charter school(s) and received a PCSGP or federal Charter Schools Program (CSP) CMO or Developer award?

34. Prior Involvement with PCSGP or CSP Subgrant Recipient Charter School

| **Required Information** | **Applicant Response** |
| --- | --- |
| Have any of the principal parties submitting this application been involved in the development or operation of any other charter school(s) and received a PCSGP award? *(Yes/No)* |  |
| Have any of the principal parties submitting this application been involved in the development or operation of any other charter school(s) and received a CSP CMO or Developer award? *(Yes/No)* |  |

If yes to above question, please list up to 10 of the most recent schools, including the charter school name, charter school number, and start and end dates of the PCSGP subgrant(s) or CSP grants below.

35. PCSGP or CSP Award Recipient Charter Schools

| **Charter School Name** | **Charter School Number** | **Start and End Dates of PCSGP or CSP Award** |
| --- | --- | --- |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

### 36. Operation Under Different Name

Has this charter school previously operated under a different name or a different authorizer?

36. Operation Under Different Name or Authorizer

| **Required Information** | **Applicant Response** |
| --- | --- |
| Has this charter school previously operated under a different name or a different authorizer?  *(Yes/No)* |  |
| If yes, please provide a brief explanation, including the previous school name or authorizer:  |  |

### 37. Primary Applicant Information

The Primary Applicant should be the president of the board of directors of the nonprofit entity, executive officer of the nonprofit entity, or lead petitioner.

37. Primary Applicant Information

| **Required Information** | **Applicant Response** |
| --- | --- |
| Full Name  |  |
| Title |  |
| Address  |  |
| City |  |
| State  |  |
| Zip Code  |  |
| Telephone  |  |
| Email  |  |

### 38. Charter School Administrator Information

Provide contact information for the charter school administrator, if different from above.

38. Charter School Administrator Information

| **Required Information** | **Applicant Response** |
| --- | --- |
| Full Name  |  |
| Title  |  |
| Address  |  |
| City  |  |
| State  |  |
| Zip Code  |  |
| Telephone  |  |
| Email  |  |

### Board President Information

Provide contact information for the governing board president, if different from above.

Board President Information

| **Required Information** | **Applicant Response** |
| --- | --- |
| Full Name  |  |
| Title  |  |
| Address  |  |
| City  |  |
| State  |  |
| Zip Code  |  |
| Telephone  |  |
| Email  |  |

### Charter School Chief Business Official Information

Provide contact information for the charter school chief business official.

Charter School Chief Business Official Information

| **Required Information** | **Applicant Response** |
| --- | --- |
| Full Name  |  |
| Title  |  |
| Address  |  |
| City  |  |
| State  |  |
| Zip Code  |  |
| Telephone  |  |
| Email  |  |

### Primary Applicant Certification, Assurances, and Signature Section

**CERTIFICATION/ASSURANCE**: As the duly authorized representative of the applicant, I have read all assurances, certifications, terms, and conditions associated with the Federal Charter Schools Program, and I agree to comply with all requirements as a condition of funding.

I certify to the best of my knowledge and belief that the information provided herein is true, complete, and accurate. I am aware that the provision of false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil, or administrative consequences including, but not limited to violations of U.S. Code Title 18, Sections 2, 1001, 1343 and Title 31, Sections 3729-3730 and 3801-3812.

Certification, Assurances, and Signature

| **Required Information** | **Certification Information** |
| --- | --- |
| Name of Primary Applicant |  |
| Title of Primary Applicant |  |
| Date |  |
| Primary Applicant Signature (Authenticated e-signature) |  |

## Form 3 – Subgrant Application Narrative

Insert application narrative response (30-page limit). Include the following heading for the Subgrant Application Narrative “Narrative of [CHARTER SCHOOL APPLICANT NAME] Page ## of 30.”

## Form 3a – High-Quality Charter School Response

**Form 3a is required for Replication and Expansion Applicants only.**

Insert High-Quality Charter School Response (5-page limit). Include the following heading for the Subgrant Application Narrative “High-Quality Response of [CHARTER SCHOOL APPLICANT NAME] Page ## of 5.” Use of the following data tables is not required and is provided only as a support for applicants. See the 2024–25 PCSGP Start–Up Subgrant RFA (revised February 2025), 2.2.3 Definition for a High-Quality Charter School and PCSGP Start-Up Subgrant Scoring Rubric for additional information.

**Name of School Being Replicated or Expanded:**

### 1. Evidence of Strong Academic Results

Identify whether the school meets Criterion 1 or Criterion 2 for strong academic results.

Criterion 1: “High performing” track for renewal based on EC Section 47607 criteria, as adopted by the Legislature in Assembly Bill 1505.

| **Strong Academic Results Criterion 1** | **Applicant Response** |
| --- | --- |
| Is the school identified as “High performing” track for renewal based on *EC* Section 47607 criteria, as adopted by the Legislature in Assembly Bill 1505?*(Yes/No)* |  |

Criterion 2: “Middle performing” track for renewal based on EC Section 47607.2 criteria and meets or exceeds the district in which the charter school is physically located on academic performance indicators for English language arts and math.

| **Strong Academic Results Criterion 2** | **Applicant Response** |
| --- | --- |
| Is the school identified as “Middle performing” track for renewal based on *EC* Section 47607.2 criteria? *(Yes/No)* |  |
| Provide evidence that the school meets or exceeds the district in which the charter school is physically located on academic performance indicators for English language arts and math.School’s ELA performance:  |  |
| School’s Math performance:  |  |
| District in which the charter school is physically located:  |  |
| District’s ELA performance:  |  |
| District’s Math performance: |  |

### 2. Evidence that the School Has Had No Significant Issues

Provide as Attachment G, an assurance from the charter administrator on school letterhead that the charter school has had 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 will provide the California Department of Education (CDE) with all official communications from its authorizer (e.g. notices of concern, notices to cure, notices of violation, intent to revoke, etc.).

Evidence that the School Has Had No Significant Issues

| **High-Quality Assurance** | **Applicant Response** |
| --- | --- |
| Has the school provided the assurance described above as Attachment G? *(Yes/No)* |  |

### 3. Evidence of Increasing Academic Achievement

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)

Evidence of Increasing Academic Achievement

| **Evidence of Increasing Academic Achievement**  | **Applicant Response** |
| --- | --- |
| Date of LCAP Approval |  |
| URL for Publicly Posted LCAP |  |

Insert the name and date of administration (e.g. CAASPP Spring 2023) of each assessment being used for comparison. Enter “N/A” for any student groups for fewer than 11 students. The school may copy and paste this table in order to provide evidence of increasing academic achievement across additional assessments.

Evidence of Increasing Academic Achievement for All Students and Each Subgroup of Students

| **Student Subgroup** | **Assessment 1 Description:**  | **Assessment 2 Description:**  | **Performance Change (+/-)** |
| --- | --- | --- | --- |
| **All Students**  |  |  |  |
| **American Indian or Alaska Native** |  |  |  |
| **Asian** |  |  |  |
| **Black or African American**  |  |  |  |
| **Filipino** |  |  |  |
| **Hispanic/Latino** |  |  |  |
| **Native Hawaiian or Pacific Islander** |  |  |  |
| **Two or More Races** |  |  |  |
| **White** |  |  |  |
| **English Learners** |  |  |  |
| **Long-Term English Learners** |  |  |  |
| **Foster Youth** |  |  |  |
| **Homeless** |  |  |  |
| **Socioeconomically Disadvantaged** |  |  |  |
| **Students with Disabilities**  |  |  |  |

### 4. Evidence of Increasing Graduation Rates, if Applicable

Insert the school year for which graduation rates are being provided for comparison. Enter “N/A” for any student groups for fewer than 11 students. The school may add columns to this table in order to provide evidence of increasing academic achievement across additional school years.

Evidence of Increasing Graduation Rates for All Students and Each Subgroup of Students

| **Student Subgroup** | **School Year 1:**  | **School Year 2:**  | **Graduation Rate Change (+/-)** |
| --- | --- | --- | --- |
| **All Students**  |  |  |  |
| **American Indian or Alaska Native** |  |  |  |
| **Asian** |  |  |  |
| **Black or African American**  |  |  |  |
| **Filipino** |  |  |  |
| **Hispanic/Latino** |  |  |  |
| **Native Hawaiian or Pacific Islander** |  |  |  |
| **Two or More Races** |  |  |  |
| **White** |  |  |  |
| **English Learners** |  |  |  |
| **Long-Term English Learners** |  |  |  |
| **Foster Youth** |  |  |  |
| **Homeless** |  |  |  |
| **Socioeconomically Disadvantaged** |  |  |  |
| **Students with Disabilities**  |  |  |  |

## Form 3b – Supplemental Funding Eligibility

Provide additional information and supporting documentation for any supplemental funding categories for which the applicant school is currently eligible. Any supplemental funding categories for which the school is not eligible may be left blank. The CDE will review future eligibility and monitor ongoing eligibility throughout the active subgrant term.

Supplemental Funding Eligibility

| **Required Information** | **Applicant Response** |
| --- | --- |
| Supplemental Funding Evidence: *Identify supplemental funding categories for which the school is submitting evidence that it is currently eligible:** + Students with Disabilities
	+ English Learners
	+ Socioeconomically Disadvantaged
	+ Career Technical Education (CTE)
	+ Innovation & Sharing Best Practices
	+ High School
	+ Enrollment
 |  |

### 1. Students with Disabilities

Criteria: The charter school meets or exceeds the district in which the charter school is physically located or the state on the percentage of enrollment and academic performance of students with disabilities.

Students with Disabilities

| **Required Information** | **Applicant Response** |
| --- | --- |
| **Applicant Enrollment:** 2024-25 Percentage of Students with Disabilities as reported in the California Longitudinal Pupil Achievement Data System (CALPADS).  |  |
| **Has the School Included the Required Enrollment Supporting Documentation with Form 3b?** *(yes/no)** 2024-25 [CALPADS 1.17 Report](https://documentation.calpads.org/Reports/Fall1/Report1.17_LCFFUnduplicatedPupilCount/) (filtered for students with disabilities)
 |  |
| **Comparison Enrollment Entity:** What entity is the applicant providing comparison enrollment data for (the district in which the charter is located or state of California)? If the comparison entity is the district, provide the name of the district. |  |
| **Comparison Enrollment:** 2023-24 Percentage of Students with Disabilities as reported on the California School Dashboard for the comparison entity.  |  |
| **Has the School Included the Required Academic Results Supporting Documentation with Form 3b?** *(yes/no)*Provide one of the following:* 2023-24 Smarter Balanced Summative Assessments ELA
* 2023-24 Smarter Balanced Summative Assessments Math
* 2023-24 California Alternate Assessments ELA
* 2023-24 California Alternate Assessments Math
* No statewide assessment available for this school at this time. Provide explanation.
 |  |
| **Applicant Academic Results:** Describe the academic results for Students with Disabilities for the applicant school. |  |
| **Comparison Academic Entity:** What entity is the applicant providing comparison academic data for (the district in which the charter is physically located or state of California)? If the comparison entity is the district, provide the name of the district. |  |
| **Comparison Academic Results:** Describe the academic results for Students with Disabilities for the comparison entity. |  |

### 2. English Learners

Criteria: The charter school meets or exceeds the district in which the charter school is physically located or the state on the percentage of enrollment and academic performance of English Learner students.

English Learners

| **Required Information** | **Applicant Response** |
| --- | --- |
| **Applicant Enrollment:** 2024-25 Percentage of English Learners as reported in the California Longitudinal Pupil Achievement Data System (CALPADS).  |  |
| **Has the School Included the Required Enrollment Supporting Documentation with Form 3b?** *(yes/no)** 2024-25 [CALPADS 1.17 Report](https://documentation.calpads.org/Reports/Fall1/Report1.17_LCFFUnduplicatedPupilCount/)
 |  |
| **Comparison Enrollment Entity:** What entity is the applicant providing comparison enrollment data for (the district in which the charter is located or state of California)? If the comparison entity is the district, provide the name of the district. |  |
| **Comparison Enrollment:** 2023-24 Percentage of English Learners as reported on the California School Dashboard for the comparison entity.  |  |
| **Has the School Included the Required Academic Results Supporting Documentation with Form 3b?** *(yes/no)*Provide one of the following:* 2023-24 Smarter Balanced Summative Assessments ELA
* 2023-24 Smarter Balanced Summative Assessments Math
* 2023-24 English Language Proficiency Assessments for California (ELPAC)
* 2023-24 English Learner Progress Indicator (ELPI)
* No statewide assessment available for this school at this time. Provide explanation.
 |  |
| **Applicant Academic Results:** Describe the academic results for English Learners for the applicant school. |  |
| **Comparison Academic Entity:** What entity is the applicant providing comparison academic data for (the district in which the charter is physically located or state of California)? If the comparison entity is the district, provide the name of the district. |  |
| **Comparison Academic Results:** Describe the academic results for English Learners for the applicant school. |  |

### 3. Socioeconomically Disadvantaged Students

Criteria: The charter school meets or exceeds the district in which the school is physically located or the state on the percentage of enrollment and academic performance of socioeconomically disadvantaged students.

Socioeconomically Disadvantaged Students

| **Required Information** | **Applicant Response** |
| --- | --- |
| **Applicant Enrollment:** 2024-25 Percentage of Socioeconomically Disadvantaged students as reported in the California Longitudinal Pupil Achievement Data System (CALPADS).  |  |
| **Has the School Included the Required Enrollment Supporting Documentation with Form 3b?** *(yes/no)*2024-25 [CALPADS 1.17 Report](https://documentation.calpads.org/Reports/Fall1/Report1.17_LCFFUnduplicatedPupilCount/) |  |
| **Comparison Enrollment Entity:** What entity is the applicant providing comparison enrollment data for (the district in which the charter is located or state of California)? If the comparison entity is the district, provide the name of the district. |  |
| **Comparison Enrollment:** 2023-24 Percentage of Socioeconomically Disadvantaged students as reported on the California School Dashboard for the comparison entity.  |  |
| **Has the School Included the Required Academic Results Supporting Documentation with Form 3b?** *(yes/no)*Provide one of the following:* 2023-24 Smarter Balanced Summative Assessments ELA
* 2023-24 Smarter Balanced Summative Assessments Math
* No statewide assessment available for this school at this time. Provide explanation.
 |  |
| **Applicant Academic Results:** Describe the academic results for Socioeconomically Disadvantaged students for the applicant. |  |
| **Comparison Academic Entity:** What entity is the applicant providing comparison academic data for (the district in which the charter is physically located or state of California)? If the comparison entity is the district, provide the name of the district. |  |
| **Comparison Academic Results:** Describe the academic results for Socioeconomically Disadvantaged students for the comparison entity. |  |

### 4. Career Technical Education (CTE)

Criteria: The charter school offers a sequence of two to three courses that align to a pathway within one of the fifteen industry sectors in California. Fifty-one percent or more of the standards being taught in the courses align with the California CTE Model Curriculum Standard. Additional resources are available at [CDE CTE](https://www.cde.ca.gov/ci/ct/) and [CTE CALPADS User Guide](https://www.cde.ca.gov/ci/ct/ig/documents/calpadsuserguide24-25.docx).

Career Technical Education

| **Required Information** | **Applicant Response** |
| --- | --- |
| Describe how the course sequence provided by the applicant school and pathway to which it is aligned meet the criteria above.  |  |
| **Has the School Included the Required CTE Supporting Documentation with Form 3b?** *(yes/no)*Provide one of the following:* Course Catalog, or
* Student Information System Report, or
* Other, Provide explanation.
 |  |
| Provide an assurance by the charter school administrator on school letterhead that fifty-one percent or more of the standards being taught in the courses align with the California CTE Model Curriculum Standard. Has the school provided the required assurance with Form 3b? *(yes/no)* |  |

### 5. Innovation and Sharing Best Practices

Criteria: The charter school provides evidence of a multi-year collaboration agreement with a California school district, county office of education, special education local plan area, community college, and/or public institute of higher education for the purpose of improving academic performance of students in an innovative way and sharing its best practices.

Innovation and Sharing Best Practices

| **Required Information** | **Applicant Response** |
| --- | --- |
| Describe each member of the collaboration and whether the collaboration would be a new or existing commitment. |  |
| State the purpose and duration of the collaboration. |  |
| Describe the anticipated roles and responsibilities of each member of the collaboration. |  |
| Describe how the collaboration will benefit one or more members of the collaboration, including how it will benefit students or families affiliated with a member and lead to increased or improved educational opportunities for students, and meet specific and measurable, if applicable, goals. |  |
| Describe the resources members of the collaboration will contribute. |  |
| Any other relevant information. |  |
| Provide evidence of a multi-year collaboration agreement (e.g. contract, Memorandum of Understanding, etc.) Has the School Included the Required Supporting Documentation with Form 3b? *(yes/no)* |  |

### 6. High School

Criteria: The charter school serves more than 100 students in grades nine through twelve.

High School

| **Required Information** | **Applicant Response** |
| --- | --- |
| How many students does the applicant school serve in grades nine through twelve?  |  |
| **Has the School Included the Required Enrollment Supporting Documentation with Form 3b?** *(yes/no)** 2024-25 [CALPADS 1.17 Report](https://documentation.calpads.org/Reports/Fall1/Report1.17_LCFFUnduplicatedPupilCount/) (filtered by grade level)
 |  |

### 7. Enrollment

Criteria: The charter school serves more than 100 students in its first year of operation or, for expansion applicants, the planned expansion is for 100 or more students.

Enrollment

| **Required Information** | **Applicant Response** |
| --- | --- |
| For Implementation and Replication Applicants that are already open: How many students does the applicant school serve? |  |
| For Expansion Applicants: Describe the total number of students included in the expansion plan for each year of the subgrant. |  |
| **Has the School Included the Required Enrollment Supporting Documentation with Form 3b?** *(yes/no)** 2024-25 [CALPADS 1.17 Report](https://documentation.calpads.org/Reports/Fall1/Report1.17_LCFFUnduplicatedPupilCount/)
 |  |
| **Expansion Applicants Only: Has the School Included Both Pieces of Required Supporting Documentation with Form 3b?** *(yes/no)** Multi-year Budget Demonstrating at least 100 students' growth
* Pupil Estimates for New and Significantly Expanding Charter (PENSEC) Report, if available
 |  |

## Form 4 – Subgrant Project Goals and Performance Measures

Applicants must identify 3-5 grant project goals and justify each goal in terms of its value and quality in supporting the planning and implementation of the proposed school. Project goals may be based on school-wide teacher, family, and community input such as the Local Control Accountability Plan (LCAP). Project goals and performance measures must align the proposed budget to ensure that all planned grant spending, including future revisions to the budget, fit clearly within one of the stated project goals. For Planning applicants, identify performance measures that represent planning phase activities that will occur prior to the first day of instruction.

### Goal 1

*Goal and Justification 1*

|  |  |
| --- | --- |
| **Required Information** | **Applicant Response** |
| **Goal 1** |  |
| **Justification of Goal 1** |  |

Performance Measures for Goal 1

| **Performance Measures** | **Year 1** | **Year 2** | **Year 3** |
| --- | --- | --- | --- |
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|  |  |  |  |
|  |  |  |  |

### Goal 2

*Goal and Justification 2*

|  |  |
| --- | --- |
| **Required Information** | **Applicant Response** |
| **Goal 2** |  |
| **Justification of Goal 2** |  |

Performance Measures for Goal 2

| **Performance Measures** | **Year 1** | **Year 2** | **Year 3** |
| --- | --- | --- | --- |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

### Goal 3

*Goal and Justification 3*

|  |  |
| --- | --- |
| **Required Information** | **Applicant Response** |
| **Goal 3** |  |
| **Justification of Goal 3** |  |

Performance Measures for Goal 3

| **Performance Measures** | **Year 1** | **Year 2** | **Year 3** |
| --- | --- | --- | --- |
|  |  |  |  |
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### Goal 4

*Goal and Justification 4*

|  |  |
| --- | --- |
| **Required Information** | **Applicant Response** |
| **Goal 4** |  |
| **Justification of Goal 4** |  |

Performance Measures for Goal 4

| **Performance Measures** | **Year 1** | **Year 2** | **Year 3** |
| --- | --- | --- | --- |
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### Goal 5

*Goal and Justification 5*

|  |  |
| --- | --- |
| **Required Information** | **Applicant Response** |
| **Goal 5** |  |
| **Justification of Goal 5** |  |

Performance Measures for Goal 5

| **Performance Measures** | **Year 1** | **Year 2** | **Year 3** |
| --- | --- | --- | --- |
|  |  |  |  |
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## Form 5 – Subgrant Conditions and Assurances

### CDE General Assurances

Programs and services are and will be in compliance with Title VI and Title VII of the Civil Rights Act of 1964; the California Fair Employment Practices Act, Government Code Section11135; and Chapter 1, Subchapter 4 (commencing with Section 30) of Division I of Title 5, California Code of Regulations (5 CCR).

Programs and services are and will be in compliance with Title IX (nondiscrimination on the basis of sex) of the Education Amendments of 1972. Each program or activity conducted by the local educational agency (LEA) will be conducted in compliance with the provisions of Chapter 2, (commencing with Section 200), Prohibition of Discrimination on the Basis of Sex, of Part 1 of Division 1 of Title I of the California Education Code (EC), as well as all other applicable provisions of state law prohibiting discrimination on the basis of sex.

Programs and services are and will be in compliance with the affirmative action provisions of the Education Amendments of 1972.

Programs and services are and will be in compliance with the Age Discrimination Act of 1975.

Programs and services for individuals with disabilities are in compliance with the disability laws. (Public Law [PL] 105-17; 34 Code of Federal Regulations [CFR] 300, 303; and Section 504 of the Rehabilitation Act of 1973)

When federal funds are made available, they will be used to supplement the amount of state and local funds that would, in the absence of such federal funds, be made available for the uses specified in the state plan, and in no case supplant such state or local funds. (20 United States Code [USC] Section 6321; PL 114-95, Section 1118[b][1])

All state and federal statutes, regulations, program plans, and applications appropriate to each program under which federal or state funds are made available through this application will be met by the applicant agency in its administration of each program.

Schoolsite councils have developed and approved a School Plan for Student Achievement (SPSA) for schools participating in programs funded through the consolidated application process, and any other school program they choose to include, and that school plans were developed with the review, certification, and advice of any applicable school advisory committees. (EC Section 64001)

LEAs using their own school planning template in place of the SPSA have ensured that the content meets the statutory requirements of schoolwide programs and school improvement (comprehensive support and improvement, targeted support and improvement, and additional targeted support and improvement) under the Every Student Succeeds Act, as applicable. (EC Section 64001; 20 USC Section 6311; PL 114-95, Section 1111[d][1][2])

The LEA will use fiscal control and fund accounting procedures that will ensure proper disbursement for state and federal funds paid to that agency under each program. (5 CCR, Section 4202)

The LEA will make reports to the state agency or board and to the Secretary of Education as may reasonably be necessary to enable the state agency or board and the Secretary to perform their duties and will maintain such records and provide access to those records as the state agency or board or the Secretary deems necessary. Such records will include, but will not be limited to, records which fully disclose the amount and disposition by the recipient of those funds, the total cost of the activity for which the funds are used, the share of that cost provided from other sources, and such other records as will facilitate an effective audit. The recipient shall maintain such records for three years after the completion of the activities for which the funds are used. (34 CFR 76.722, 76.730, 76.731, 76.760; 2 CFR 200.333)

The local governing board has adopted written procedures to ensure prompt response to complaints within 60 calendar days, and has disseminated these procedures to students, employees, parents or guardians, district/school advisory committees, appropriate private school officials or representatives, and other interested parties. (5 CCR, Section 4600 et seq.)

The LEA declares that it neither uses nor will use federal funds for lobbying activities and hereby complies with the certification requirements of 34 CFR Part 82.

The LEA has complied with the certification requirements under 34 CFR Part 84 regarding debarment, suspension and other requirements for a drug-free workplace. (34 CFR Part 84)

The LEA will provide the certification on constitutionally protected prayer. (20 USC Section 7904; PL 114-95, Section 8524[b])

The control of funds provided under each such program and title to property acquired with program funds will be in a public agency, an eligible private agency, institution, or organization, or an Indian tribe, if the law authorizing the program provides for assistance to those entities; and (B) the public agency, eligible private agency, institution, or organization, or Indian tribe will administer those funds and property to the extent required by the authorizing law. (20 USC Section 7844; PL 114-95, Section 8304[a][2][A-B])

The LEA administers all funds and property related to programs funded for equitable services provided to students attending private schools. (20 USC Section 6320; PL 114-95, Section 1117[d][1])

The LEA will adopt and use proper methods of administering each program including enforcement of any obligations imposed by law on agencies responsible for carrying out programs and correction of deficiencies in program operations identified through audits, monitoring or evaluation. (20 USC Section 7846; PL 114-95, Section 8306[a][3][A-B])

The LEA will participate in the California Assessment of Student Performance and Progress. (EC Section 60640, et seq.)

The LEA assures that classroom teachers who are being assisted by instructional assistants retain their responsibility for the instruction and supervision of the students in their charge. (EC Section 45344[a])

The LEA governing board has adopted a policy on parent involvement that is consistent with the purposes and goals of EC Section 11502. These include all of the following: (a) to engage parents positively in their children's education by helping parents to develop skills to use at home that support their children's academic efforts at school and their children's development as responsible future members of our society; (b) to inform parents that they can directly affect the success of their children's learning, by providing parents with techniques and strategies that they may utilize to improve their children's academic success and to assist their children in learning at home; (c) to build consistent and effective communication between the home and the school so that parents may know when and how to assist their children in support of classroom learning activities; (d) to train teachers and administrators to communicate effectively with parents; and (e) to integrate parent involvement programs, including compliance with this chapter, into the school's master plan for academic accountability. (EC sections 11502, 11504)

Results of an annual evaluation demonstrate that the LEA and each participating school are implementing Consolidated Programs that are not of low effectiveness, under criteria established by the local governing board. (5 CCR Section 3942)

The program using consolidated programs funds does not isolate or segregate students on the basis of race, ethnicity, religion, sex, sexual orientation or socioeconomic status. (United States Constitution, Fourteenth Amendment; California Constitution, Article 1, Section 7; California Government Code sections11135-11138; 42 USC Section 2000d; 5 CCR, Section 3934)

Personnel, contracts, materials, supplies, and equipment purchased with Consolidated Program funds supplement the basic education program. (EC Section 62002; 5 CCR, sections 3944, 3946)

At least 85 percent of the funds for School Improvement Programs, Title I, Title VI and Economic Impact Aid (State Compensatory Education and programs for English learners) are spent for direct services to students. One hundred percent of Miller-Unruh apportionments are spent for the salary of specialist reading teachers. (EC Section 63001; 5 CCR, Section 3944[a][b])

State and federal categorical funds will be allocated to continuation schools in the same manner as to comprehensive schools, to the maximum extent permitted by state and federal laws and regulations. (EC Section 48438)

Programs and services are and will be in compliance with Section 8355 of the California Government Code and the Drug-Free Workplace Act of 1988, and implemented at CFR Part 84, Subpart F, for grantees, as defined at 34 CFR Part 84, Sections 84.105 and 84.110.

Federal grant recipients, sub recipients and their grant personnel are prohibited from text messaging while driving a government owned vehicle, or while driving their own privately owned vehicle during official grant business, or from using government supplied electronic equipment to text message or email when driving. Recipients must comply with these conditions under Executive Order 13513, "Federal Leadership on Reducing Text Messaging while Driving," October 1, 2009.

The Federal grant sub recipient has complied with the Federal Funding Accountability and Transparency Act, as defined in 2 CFR Part 25 (PL 109-282; PL 110-252) regarding the establishment of a Unique Entity Identifier (UEI) number and maintaining a current/active registration in the [System for Award Management (External Link)](https://www.sam.gov/SAM/).

Tribal consultation is required for all Title programs covered by ESSA (ESEA section 1111[a][1][A]) when an LEA have received a Title VI Indian Education formula grant in the previous fiscal year that exceeds $40,000, or have 50 percent or more (using enrollment from the previous year) of its student enrollment made up of American Indian/American Native (AI/AN) students. The total AI/AN enrollment data would include those students who self-identify as AI/AN alone and AI/AN in combination with one or more races, regardless of Hispanic ethnicity. A list of LEAs required to conduct tribal consultation can be found at [Tribal Consultation](https://www.cde.ca.gov/sp/ai/tc/). Each affected LEA shall maintain in the agency’s records and provide to the state educational agency a written affirmation signed by the appropriate officials of the participating tribes—or tribal organizations approved by the tribes—that the consultation required by this section has occurred. (20 USC Section 7918; PL 114-95, Section 8538)

### PCSGP Specific Assurances

As a condition of the receipt of funds under this subgrant program, the applicant agrees to comply with the following subgrant Conditions and Assurances. The signatures of the authorized agents on the front of the application indicate acknowledgement and agreement to all assurances. The applicant is required to print and retain a copy of these specific assurances at the charter school site and to submit a signed copy to the CDE as part of the application packet.

#### Expenditures and Reporting

1. The Charter School Program (CSP) State Entities program is authorized under Title IV, Part C of the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act (ESSA) (20 U.S.C. 7221–7221j and administered under the Education Department General Administrative Regulation (EDGAR) as it relates to 34 *Code of Federal Regulations* (*CFR*) Parts 75–81 and 2 *CFR* Parts 200 and 3485. Expenditures shall comply with all applicable provisions of federal and state regulations and policies relating to the administration, use and accounting for public school funds. Any interpretations of law, regulations, and procedures shall be the sole responsibility of the CDE.
2. The CDE reserves the authority to require the repayment of received funds, the return of all unused funds, and/or the termination of the grant if the grant recipient fails to meet the terms of this agreement, fails to meet established deadlines, fails to act in good faith to carry out the activities described in the grant proposal or fails to correctly identify the school’s operational model.
3. The charter school or charter developer agrees to use the funding in a manner consistent with their applications as submitted, or as revised and approved by the CDE.
4. The subgrant recipient agrees to fulfill the performance measures specific to its grant type and submit timely financial reports, status reports, and all other required reports. Failure to do so could result in the forfeiture of the grant and repayment of funds.
5. The subgrant recipient agrees to cooperate with the Federal Department of Education, the CDE, the State Board of Education, and their independent contractors, if any, in the administration of this grant, and to conduct any external evaluation of the effectiveness of the grant process.
6. The charter school agrees to maintain fiscal procedures to minimize the time elapsing between the transfer of the funds from the CDE and disbursement.

#### Charter School Information and Data

1. The subgrant recipient agrees to complete all data reporting requests to the CDE for school-level data including, but not limited to, the following:
	1. CALPADS Charter School 20-Day Enrollment Reports
	2. CALPADS Census Day Enrollment Reports
	3. Annual School Accountability Report Card (SARC), and evidence of posting to the school website
	4. Internal assessment benchmark data reports, in lieu of Smarter Balanced Assessment Consortium data results.
2. The subgrant recipient agrees to use the charter school name in all communications with CDE.
3. The subgrant recipient agrees to respond to any additional surveys or other methods of data collection that may be required for the full subgrant period.
4. The subgrant recipient agrees to provide CDE with a copy of any letter of violation, concern, or revocation the charter school receives from its authorizer within ten calendar days of receipt.
5. The subgrant recipient agrees to cooperate with the United States Department of Education and CDE in evaluating this subgrant program.
6. The subgrant recipient must annually provide information required to determine if the charter school is making satisfactory progress toward achieving the objectives of the charter school.
7. The applicant must notify in writing the charter authorizer of the school’s intent to apply for PCSGP funding prior to submitting its application.

#### Federal and State Regulations

1. In order to continue to qualify for funds under the CSP, a charter school must meet the federal definition of a charter school under the ESEA 4310(2) throughout the term of the subgrant, which includes continuing to be a public school that*:*

(a) In accordance with a specific Statestatute authorizing the granting of charters to schools, is exempt from significant Stateor local rules that inhibit the flexible operation and management of public schools, but not from any rules relating to the other requirements of this paragraph;

(b) Is created by a developeras a public school, or is adapted by a developerfrom an existing public school, and is operated under public supervision and direction;

(c) Operates in pursuit of a specific set of educational objectives determined by the school’s developerand agreed to by the authorized public chartering agency*;*

(d) Provides a program of elementary or secondary education, or both;

(e) Is nonsectarian in its programs, admissions policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious institution;

(f) Does not charge tuition;

(g) Complies with the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 *et seq.*), Section 444 of the General Education Provisions Act (GEPA) (20 U.S.C. 1232g; commonly referred to as the ‘‘Family Educational Rights and Privacy Act of 1974’’), and part B of the Individuals with Disabilities Act (IDEA);

(h) Is a school to which parents choose to send their children, and that—

(1) Admits students on the basis of a lottery, consistent with ESEA
Section 4303(c)(3)(A) if more students apply for admission than can be accommodated; or

(2) 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 schooland, for any additional student openings or student openings created through regular attrition in student enrollment in the affiliated charter schooland the enrolling school, admits students on the basis of a lottery as described in clause (i);

(i) Agrees to comply with the same Federal and Stateaudit requirements as do other elementary schools and secondary schools in the State*,* unless such State audit requirements are waived by the State*;*

(j) Meets all applicable Federal, State*,* and local health and safety requirements;

(k) Operates in accordance with State law;

(l) Has a written performance contract with the authorized public chartering agencyin the Statethat includes a description of how student performance will be measured in charter schools pursuant to State assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the authorized public chartering agency and the charter school;and

(m) May serve students in early childhood education programsor postsecondary students (ESEA Section 4310[2]).

1. Charter schools under, or part of, a CMO or non-profit entity currently awarded, or subsequently awarded, a federal CSP grant from the ED for duplicative activities will not be eligible to apply for California PCSGP Start-Up Subgrant funding. If a charter school is awarded a PCSGP Start-Up Subgrant from California and the school or their CMO is awarded a CSP grant from the ED, including CMO or Developer grants, during the active subgrant award term from California for the same charter school or same activities, payments dispersed to date may be required to be paid back to California and the PCSGP Start-Up Subgrant may be terminated.
2. The subgrant recipient agrees that all audits of financial statements will be conducted in accordance with Government Auditing Standards and with policies, procedures, and guidelines established by the EDGAR, Single Audit Act Amendments, and OMB Circular A-133. Pursuant to *EC* Section 47605(m) the subgrant recipient will transmit a copy of its annual, independent financial audit by December 15 to its authorizing agency, the State Controller’s Office, the Department of Education, and the county superintendent of schools of the county in which the school is sited, unless the authorized by the county. *EC* Section 47604.32(a)(3-4) requires authorizers to ensure that charter schools comply with all required reports and to monitor the fiscal condition of each charter school under their authority.
3. The applicant acknowledges that Federal regulations require subgrant recipients to establish written standards pursuant to employee conflicts of interest in awarding contracts, and written standards for resolution of any protests or disputes that arise from procurements. Regulations also provide numerous requirements in the procurement process, specifically designed to ensure proper use of public funds in an open and freely competitive environment. Information on these regulations can be found in Appendix B. The applicant understands that procurements that are not negotiated in accordance with federal regulations will be disallowed.
4. The non-Federal entity or applicant for a Federal award agrees to disclose in a timely manner, and in writing to the CDE, any and all violations of Federal criminal law involving fraud, bribery, or gratuity violations potentially affecting the Federal award. Failure to make required disclosures can result in any of the remedies described in Remedies for Noncompliance 2 *CFR* 200.338.
5. The subgrant recipient agrees to maintain the following documents at their business office(s):
	1. Organizational charts, signed articles of incorporation, signed bylaws, and any other organizational and governance documents of the agency.
	2. A copy of the Request for Applications (RFA) under which they are applying, a copy of their signed completed application, the general assurances and certifications, as well as any other relevant materials referred to within this RFA. This information is subject to review and verification by CDE staff.
6. The subgrant recipient acknowledges that all staff must have cleared applicable health screenings (e.g., negative for tuberculosis) and have been cleared under a Department of Justice criminal background and fingerprinting check. This information is subject to review and verification by CDE staff.
7. The subgrant recipient acknowledges that they must participate annually in all testing programs required by state law.
8. Thesubgrant recipient agrees that the charter school is, and will continue to remain, in compliance with all applicable state and federal laws and regulations including, but not limited to, the following:
	1. California *Education Code* (*EC*) Section 47605 (d)(1) Charter schools shall meet all statewide standards and conduct the pupil assessments required pursuant to Section 60605 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools; (2) Charter schools shall, on a regular basis, consult with their parents, legal guardians, and teachers regarding the charter school’s educational programs.
	2. *EC* Section 47605 (e)(1) In addition to any other requirement imposed under this part, a charter school shall be nonsectarian in its programs, admission policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against a pupil on the basis of the characteristics listed in Section 220. Except as provided in paragraph (2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of that pupil’s parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that public school;
	3. *EC* Section 47605 (e)(2)
		1. A charter school shall admit all pupils who wish to attend the charter school;
		2. If the number of pupils who wish to attend the charter school exceeds the charter school’s capacity, attendance, except for existing pupils of the charter school, shall be determined by a public random drawing. Preference shall be extended to pupils currently attending the charter school and pupils who reside in the school district except as provided for in Section 47614.5. Preferences, including, but not limited to, siblings of pupils admitted or attending the charter school and children of the charter school’s teachers, staff, and founders identified in the initial charter, may also be permitted by the chartering authority on an individual charter school basis. Priority order for any preference shall be determined in the charter petition in accordance with all of the following:
			* 1. Each type of preference shall be approved by the chartering authority at a public hearing.
				2. Preferences shall be consistent with federal law, the California Constitution, and Section 200.
				3. Preferences shall not result in limiting enrollment access for 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.
				4. In accordance with Section 49011, preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment;
		3. In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the charter school and shall not take any action to impede the charter school from expanding enrollment to meet pupil demand;
9. *EC* Section 47605 (e)(3) If a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the charter school within 30 days if the charter school demonstrates that the pupil had been enrolled in the charter school. This paragraph applies only to pupils who are subject to compulsory full-time education pursuant to Section 48200.
10. *EC* Section 47605(e)(4)
	1. A charter school shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in clause (iii) of subparagraph (B) of paragraph (2);
	2. A charter school shall not request a pupil’s records or require a parent, guardian, or pupil to submit the pupil’s records to the charter school before enrollment;
	3. A charter school shall not encourage a pupil currently attending the charter school to disenroll from the charter school or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in clause (iii) of subparagraph (B) of paragraph (2). This subparagraph shall not apply to actions taken by a charter school pursuant to the procedures described in subparagraph (J) of paragraph (5) of subdivision (c);
	4. The department shall develop a notice of the requirements of this paragraph. This notice shall be posted on a charter school’s internet website. A charter school shall provide a parent or guardian, or a pupil if the pupil is 18 years of age or older, a copy of this notice at all of the following times:
		1. When a parent, guardian, or pupil inquires about enrollment;
		2. Before conducting an enrollment lottery;
		3. Before disenrollment of a pupil;
	5. (i) A person who suspects that a charter school has violated this paragraph may file a complaint with the chartering authority; (ii)The department shall develop a template to be used for filing complaints pursuant to clause (i).
11. *EC* Section 47605 (e)(5) Notwithstanding any other law, a charter school in operation as of July 1, 2019, that operates in partnership with the California National Guard may dismiss a pupil from the charter school for failing to maintain the minimum standards of conduct required by the Military Department.
12. *EC* Section 47604.1 (a) For purposes of this section, an “entity managing a charter school” means a nonprofit public benefit corporation that operates a charter school consistent with Section 47604. An entity that is not authorized to operate a charter school pursuant to Section 47604 is not an “entity managing a charter school” solely because it contracts with a charter school to provide to that charter school goods or task-related services that are performed at the direction of the governing body of the charter school and for which the governing body retains ultimate decision-making authority.
13. *EC* Section 47604.1 (b) A charter school and an entity managing a charter school shall be subject to all of the following:
	1. The Ralph M. Brown Act (Chapter 9 (commencing with Section 54950) of Part 1 of Division 2 of Title 5 of the Government Code), except that a charter school operated by an entity pursuant to Chapter 5 (commencing with Section 47620) shall be subject to the Bagley-Keene Open Meeting Act (Article 9 (commencing with Section 11120) of Chapter 1 of Part 1 of Division 3 of Title 2 of the Government Code) regardless of the authorizing entity
	2. (A) The California Public Records Act (Chapter 3.5 (commencing with Section 6250) of Division 7 of Title 1 of the Government Code);

(B)(i) The chartering authority of a charter school shall be the custodian of records with regard to any request for information submitted to the charter school if either of the following apply:

* + 1. (I)The charter school is located on a federally recognized California Indian reservation or rancheria.
		2. (II)The charter school is operated by a nonprofit public benefit corporation that was formed on or before May 31, 2002, and is currently operated by a federally recognized California Indian tribe.

(ii)This subparagraph does not allow a chartering authority to delay or obstruct access to records otherwise required under the California Public Records Act (Chapter 3.5 (commencing with Section 6250) of Division 7 of Title 1 of the Government Code).

* 1. (3) Article 4 (commencing with Section 1090) of Chapter 1 of Division 4 of Title 1 of the Government Code.
	2. (4) (A) The Political Reform Act of 1974 (Title 9 (commencing with Section 81000) of the Government Code); (B) For purposes of Section 87300 of the Government Code, a charter school and an entity managing a charter school shall be considered an agency and is the most decentralized level for purposes of adopting a conflict-of-interest code.
1. *EC* Section 47604.1 (c)(1)(A) The governing body of one charter school shall meet within the physical boundaries of the county in which the charter school is located; (B) A two-way teleconference location shall be established at each school site. (2) (A) The governing body of one non-classroom-based charter school that does not have a facility or operates one or more resource centers shall meet within the physical boundaries of the county in which the greatest number of pupils who are enrolled in that charter school reside; (B) A two-way teleconference location shall be established at each resource center; (3) (A) For a governing body of an entity managing one or more charter schools located within the same county, the governing body of the entity managing a charter school shall meet within the physical boundaries of the county in which that charter school or schools are located; (B) A two-way teleconference location shall be established at each school site and each resource center. (4) (A) For a governing body of an entity that manages two or more charter schools that are not located in the same county, the governing body of the entity managing the charter schools shall meet within the physical boundaries of the county in which the greatest number of pupils enrolled in those charter schools managed by that entity reside; (B) A two-way teleconference location shall be established at each school site and each resource center; (C) The governing body of the entity managing the charter schools shall audio record, video record, or both, all the governing board meetings and post the recordings on each charter school’s internet website; (5) This subdivision does not limit the authority of the governing body of a charter school and an entity managing a charter school to meet outside the boundaries described in this subdivision if authorized by Section 54954 of the Government Code, and the meeting place complies with Section 54961 of the Government Code.
2. *EC* 47604.1 (d) Notwithstanding Article 4 (commencing with Section 1090) of Chapter 1 of Division 4 of Title 1 of the Government Code, an employee of a charter school shall not be disqualified from serving as a member of the governing body of the charter school because of that employee’s employment status. A member of the governing body of a charter school who is also an employee of the charter school shall abstain from voting on, or influencing or attempting to influence another member of the governing body regarding, all matters uniquely affecting that member’s employment.
3. *EC* 47604.1 (e) To the extent a governing body of a charter school or an entity managing a charter school engages in activities that are unrelated to a charter school, Article 4 (commencing with Section 1090) of Chapter 1 of Division 4 of Title 1 of the Government Code, the Ralph M. Brown Act (Chapter 9 (commencing with Section 54950) of Part 1 of Division 2 of Title 5 of the Government Code), the Bagley-Keene Open Meeting Act (Article 9 (commencing with Section 11120) of Chapter 1 of Part 1 of Division 3 of Title 2 of the Government Code), the California Public Records Act (Chapter 3.5 (commencing with Section 6250) of Division 7 of Title 1 of the Government Code), and the Political Reform Act of 1974 (Title 9 (commencing with Section 81000) of the Government Code) shall not apply with regard to those unrelated activities unless otherwise required by law.
4. *EC* 47604.1 (f) A meeting of the governing body of a charter school to discuss items related to the operation of the charter school shall not include the discussion of any item regarding an activity of the governing body that is unrelated to the operation of the charter school.
5. Laws and regulations governing independent study and other areas of charter school policy and programming, including all sections of California Assembly Bill number 130.

#### Specific Subgrant Conditions

1. Will ensure that the applicant meet the definition of a “developer” in ESEA Section 4310(5).
2. Will fulfill all application requirements to meet all statutory and regulatory requirements, including the requirements in Section 4303(f)(1)(C)(i) of the ESEA and Application Requirement (a)(3)(ii) (information that must be included in subgrant applications) in the Notice Inviting Applications for New Awards under the CSP SE program that was published in the Federal Register on April 24, 2024 (89 FR 31172).
3. If charging for indirect costs, will follow all guidance provided at [Indirect Cost Rates](https://www.cde.ca.gov/fg/ac/ic/) as well as 34 CFR 75.560(d)(a), 34 CFR 75.561(b), and any other state or federal statute, regulations, or interagency agreements.
4. The subgrant recipient agrees to maintain auditable records on file for five years following the subgrant award ending date.
5. The subgrant recipient acknowledges that all non-federal entities expending $750,000 or more in combined federal funds (e.g., PCSGP and Title I funds, or American Recovery and Reinvestment Act [ARRA] funds) in a single year are required by federal law to obtain and submit a Single Audit to the Federal Audit Clearinghouse.
6. The subgrant recipient will access the [Federal Audit Clearinghouse (External Link)](https://facweb.census.gov/uploadpdf.aspx) to submit their Single Audit.
7. The subgrant recipient acknowledges that the CDE will verify that the subgrant recipient has an enrollment of at least 80 students at one point in time within the first calendar year of operation based on the effective date the charter school begins serving students. The subgrant recipient agrees to submit a California Longitudinal Pupil Achievement Data System (CALPADS) Census Day and/or Charter 20 Day enrollment report, as applicable, in a timely manner. This report must also be submitted to PCSGP@cde.ca.gov.
8. The subgrantee recipient acknowledges that a CALPADS Census Day or Charter 20 Day enrollment count below 72 students (90 percent of the required 80 students) will be placed on payment hold until the required enrollment has been achieved and certified by the charter school authorizer, or additional documentation has been received to prove financial sustainability. Subgrantees failing to meet this requirement by the end of the first year of implementation must show the charter school is sustainable with the reduced enrollment. The subgrantee recipient acknowledges that failure to show sustainability or to meet the enrollment target will result in the termination of the subgrant award.
9. The subgrant recipient will maintain public posting on the charter school website of the following required information (ESEA 4303[f][2][G]) throughout the term of the subgrant:
	1. Information on the educational program;
	2. Student support services;
	3. Parent contract requirements (as applicable), including any financial obligations or fees;
	4. Enrollment criteria (as applicable); and
	5. Annual performance and enrollment data for each of the subgroups of students, as defined in section 1111(c)(2) of the ESEA, except that such disaggregation of performance and enrollment data shall not be required in a case in which the number of students in a group is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student (4303(f)).
10. For Replication and Expansion subgrants only: Replication and Expansion applicants must meet, and continue to meet throughout the term of the subgrant, the definition of a high-quality charter school, as defined by ESEA Section 4310(8), as amended by the ESSA (See Appendix A: Definitions). This includes assurances that the school has no significant issues in the areas of student safety, financial and operational management, or statutory or regulatory compliance, and will communicate any future issues. The CDE will monitor the school’s progress, including academic performance assessment data, in order to determine continuing subgrant eligibility.
11. For Expansion subgrants only: Under ESSA Section 4310(7), the term expand means to, “significantly increase enrollment or add one or more grades to a high-quality charter school.” Charter schools may be eligible for an Expansion subgrant if they meet ALL of the following criteria:
	* The charter school is significantly increasing enrollment (more than 25 percent of its current or prior year certified enrollment) OR adding one or more grade levels to be served;
	* The charter school will be funding new or substantially different activities not previously supported by a Planning and Implementation subgrant;
	* The charter school is not currently receiving another CSP grant that is intended for the same project; and
	* The charter school has not received another CSP subgrant in the past five years, unless the charter school has at least three years of improved educational results for students enrolled in the charter school (see ESEA Section 4303[e][2]).
12. The subgrant recipient must meet all Federal Funding Accountability and Transparency Act requirements, including reporting of executive compensation if applicable, by completing the CDE Federal Funding Accountability and Transparency Act Sub-Award Reporting Form (CDE AO-FFATA-001 Form).

#### Primary Applicant Certification, Assurances, and Signature

I have read the applicable certifications, assurances, terms, and conditions and I agree that the subgrant applicant will comply with all requirements as a condition of funding. On behalf of the subgrant applicant, I certify that the organization intends that this and future transaction be completed by electronic means, and any electronic signature is intended to be as binding as a physical signature.

Primary Applicant Certification, Assurances, and Signature

| **Required Information** | **Certification Information** |
| --- | --- |
| Name of Primary Applicant |  |
| Title of Primary Applicant |  |
| Date |  |
| Primary Applicant Signature (Authenticated e-signature) |  |