

Public Charter Schools Grant Program (PCSGP) Application Received from California Republic Leadership Academy

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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: 3

and

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

Page Numbers: 3-4

Question 2. Management Organization

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

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

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

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

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

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

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

Provide one of the following responses:

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

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

or

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

or

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

2B. Describe Management Organization Affiliations

Provide all applicable responses.

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

- Yes, CMO(s)
- Yes, EMO(s)
- Yes, ESP(s)
- No

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

Legal name:

Employer Identification Number (EIN):

Addresses of all offices:

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

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

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

2C. Management Organizations – Business or Financial Relationships

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

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

2D. Management Organizations – Conflicts of Interest

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

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

2E. Management Organizations – Governance Autonomy

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

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

2F. Student Records

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

Provide one of the following responses.

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

or

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

Question 3. Fiscal Sustainability

Describe how your charter school will maintain financial sustainability after the end of the subgrant period (2020 RFA – Rubric Item 11 “Capacity Building”).

Provide one of the following responses.

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

or

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

Question 4. Conditions of Learning

Required for all applicants.

Describe how the charter school will meet the educational needs of its students, including “children with disabilities” and English learners:

CRLA Capistrano’s educational framework focuses on leadership education coupled with research-based instructional techniques and methodologies that are proven to be effective in improving student success, allowing all students’ needs to be met, and

building productive leaders in society. Two such educational frameworks utilized by CRLA Capistrano teachers is cooperative learning and Socratic seminar/circle.

Cooperative learning is an instructional strategy where students work together in groups to accomplish a common goal. Students rely on one another and hold each member accountable for completing the assigned work. Students engage in conversation, share ideas, build trust, and resolve conflicts in order to meet a shared outcome. Social interaction between students helps eliminate social anxiety and nervousness. It also allows more knowledgeable students to support struggling students, which develops empathy and ensures the needs of all students are met. Managing multiple tasks at once and keeping everyone on track takes strong leadership skills which are developed through cooperative learning.

Another instructional technique proven to be effective in improving student success and meeting the needs of all students is Socratic seminar/circle. Socratic seminar/circle is a structured discussion where students engage in conversation asking and answering meaningful questions. Students sit in a circle facing one another while the teacher acts as a facilitator, guiding discussion toward deeper analysis. As students engage in meaningful conversations with their peers, they encounter multiple perspectives while also developing a perspective themselves through critical engagement with text. As students speak, they practice verbal communication strategies and listening skills. In order to engage in successful discussion, students must develop productive relationships with their peers, allowing for inclusivity of all students' thoughts and ideas ensuring for the needs of all students to be acknowledged and met.

Teachers use a range of instructional techniques to differentiate instruction to ensure the needs of all students are met, including children with disabilities and English Learners (ELs). Differentiated instructional strategies are incorporated into lessons to provide each student with individualized instruction. One method of differentiating instruction is creating lessons with multiple entry points. Since each student learns differently and has different needs, teachers create lessons with multiple entry points so students can access information. A lesson is presented in multiple ways with different activities incorporating visuals, auditory stimulants, movement, writing prompts, etc. allowing students to engage with content through their areas of strength. At the start of the year, students take a short assessment on multiple intelligences: linguistic, logical, mathematical, spatial, bodily-kinesthetic, musical, interpersonal, intrapersonal, naturalist, and existential. With this data, teachers are better equipped with knowledge about the type of learners in their classroom and can differentiate lessons by incorporating multiple entry points, thus improving academic success and ensuring the needs of all students are met.

CRLA Capistrano tracks and monitors all students' academic achievement, including children with disabilities and ELs, using multiple measures that generate data from the beginning of the school year to the end of the year to ensure the needs of all students are met. Assessments that are used include formal assessments such as CAASPP testing, the interim assessment, ELPAC, and NWEA as well as informal assessments such as pre and post testing, quizzes, essay exams, presentations, projects, and

rubrics. A local benchmark assessment (NWEA), is administered three times during the school year- beginning, middle, and end of the year. This online program is used by teachers to assess students' understanding of standards, personalize learning to ensure all students' needs are met, monitor progress, and measure student growth. After students are assessed, benchmark reports are pulled and data is aggregated to identify trends and used to form intervention groups for all student subgroups.

Professional Learning Communities (PLC), consisting of administration, teachers, and support staff, collect assessment data (i.e. NWEA assessments), particularly data for student subgroups, and engage in critical analysis. Data equip teachers with knowledge on the performance of individual students and of subgroups. If a student's performance is below target (not making adequate progress), the parent/guardian is advised in a special meeting and intervention strategies are communicated through Multi-Tiered System of Support (MTSS). CRLA Capistrano utilizes the MTSS framework that integrates assessment and intervention to maximize student achievement. MTSS is a tiered system of support that provides teachers with a collaborative, school-wide method to identify struggling students and provide appropriate interventions beyond classroom instruction, such as after-school tutoring and counseling. CRLA Capistrano identifies students whose needs are not being met (including children with disabilities ELs), monitors student progress, provides evidence-based interventions, and adjust the intensity and nature of those interventions depending on a student's responsiveness.

Parents/Guardians are informed of the identification of their student as low achieving and are included in the collaboration for serving the needs of the student. The PLC in collaboration with the student and parent/guardian create an Academic Strategic Success Plan (ASSP). This collaborative effort empowers students and their families to take ownership for their growth and creates a positive, practical format for parents/guardians to have a voice in their children's education. The ASSP allows educational staff and parents/guardians to collaborate on the best strategies and past successful interventions that may be helpful to ensure academic growth and ensure students' needs are met. The ASSP is updated each semester, with targeted objectives and goals focusing on the scholar meeting grade level standards. Individual meetings and conferences are held to review student performance and assessment data as part of a holistic approach to improve instruction, learning, ensuring the needs of all students are met.

CRLA Capistrano complies with all applicable Federal and State laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act of 1973 ("Section 504"), the Americans with Disabilities Act of 1992 ("ADA"), the Individuals with Disabilities Education Act (20 U.S.C. § 1400 et seq. "IDEA"), 613(a)(5) and 613 (e)(1)(B). CRLA Capistrano operates as an independent LEA for purposes of providing special education instruction and related services under the IDEA pursuant to EC Sect. 47641(a). CRLA Capistrano is a member of the El Dorado County Charter SELPA. The purpose of joining is to provide special education instruction and related services under the Individuals with Disabilities Education Improvement Act pursuant to EC Sect. 47641(a) and applicable policies and practices of the SELPA. CRLA Capistrano may request related services (e.g. Speech, Occupational Therapy, Adapted

P.E., Nursing, and Transportation) from the SELPA, subject to SELPA approval/availability. CRLA Capistrano may also provide related services by hiring credentialed or licensed providers through private agencies or independent contractor. CRLA Capistrano ensures that all children with disabilities who need special education and related services are identified, located, and evaluated, regardless of the severity of the disability.

CRLA Capistrano follows SELPA child-find procedures to identify all students who may require assessment to consider special education eligibility, special education and related services in the case that general education interventions do not provide a free, appropriate public education to the student in question. CRLA Capistrano determines what evaluations/assessments, if any, are necessary and arrange for such evaluations/assessments for referred or eligible students in accordance with applicable law. CRLA Capistrano obtains parent/guardian consent to assess students in compliance with applicable law. Once the evaluation/assessment is completed, an Individualized Education Program (IEP) or Section 504 plan is created. CRLA Capistrano ensures the following individuals are in attendance at the IEP or 504 meetings: the Principal and/or a designated representative with appropriate authority as required by the IDEIA; the students' special education teacher; the general education teacher if the student is or may be in a regular education classroom; a parent/guardian; the student; and any other representative who is knowledgeable about the student. The IEP team makes decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education pursuant to the IEP process. If the scholar is found by the 504 team to have a disability under Section 504, the team is responsible for determining what, if any, accommodations or services are needed to ensure that the scholar receives a free and appropriate public education and that their needs are met. In developing the 504 Plan, the 504 team will consider all relevant information utilized during the evaluation process, drawing upon a variety of sources, including, the evaluation/assessments conducted by the staff. The 504 Plan describes the disability and any program modification that may be necessary. All IEP or 504 plans are developed, reviewed and revised for each child with a disability in order to benefit from their individualized education program. All teachers and staff receive training that comply with Federal and State Special Education laws so that they are effectively able implement IEP and 504 plans.

Since a majority of children with disabilities receive instruction within the regular classroom environment, they greatly benefit from the implementation of MTSS. CRLA Capistrano implements IEPs within the school-wide MTSS program. Children with disabilities receive intervention support within Tier 1 and Tier 2 as well as more intensive support within Tier 3. In Tier 3, special education staff provide intervention support which may align to intervention strategies located within the students' IEP. Intervention strategies may include small group instruction outside the classroom, increased instructional time, structured breaks, and counseling. PLCs collaborate with IEP teams to discuss data for children with disabilities, discuss their performance, identify concerns, and discuss instructional strategies and interventions. Both teams work toward supporting children with disabilities to meet their individualized goals and needs.

CRLA Capistrano ensures the needs of all students are met, including English Learners. Prior to the start of the school year, a collaborative team of educators research and select the highest quality, standards aligned curriculum. One key element of selecting curriculum is the resources and supports offered to English Learners so that there is equity in instructional materials available in the classroom. Only curriculum that meets this criteria is recommended to the Board.

Teachers use a variety of instructional methods to engage and support English Learners in mastering the curriculum to ensure equity in the classroom and that the needs of their English Learners are met. Instructional strategies include cooperative learning, Socratic seminar/circle, differentiation, providing immediate feedback, use of graphic organizers, multiple entry points, and using pre-assessments. In addition, various tools are used including manipulatives, educational technology, and visual or auditory aides. CRLA Capistrano follows all applicable laws in serving English Learners, as they pertain to annual notification to parents and their rights, student identification, proper placement, program options, English Learner and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. Teachers serving English Learners are Cross-cultural, Language, and Academic Development (CLAD) certified or in the process of obtaining CLAD certification, or the equivalent. English Learners have access to rigorous, standards-aligned instruction in content areas and English Language Development (ELD). ELD is integrated across all content areas as part of a Structured English Immersion program and designated ELD is taught by a certificated teacher during a specific time of the school day.

CRLA Capistrano recognizes that English Learners may require additional, supplemental support to meet language and content standards. To this end, English Learners participate in ELD intervention classes that focus on using core ELA content to teach ELD standards. In these supplemental ELD intervention classes, students receive direct instruction from certificated teachers in ELD content standards focused on building academic language through listening, speaking, reading, and writing tasks. The progress of English Learners are closely monitored and reviewed to determine readiness to exit the intervention class. The placement of students in supplemental ELD classes is differentiated according to students' language proficiency (as measured through the ELPAC) and literacy proficiency (as measured through CAASPP and diagnostic assessments.) CRLA Capistrano ensures English Learners receive a targeted intervention program for English language acquisition to ensure academic improvement and that their individual needs are met. PLCs meet regularly to discuss data for English Learners, discuss their performance, identify concerns, and discuss instructional strategies, interventions, and enrichment.

Instructional strategies to support English Learners are anchored in research-based best practices and CCSS in ELA and ELD. Examples of instructional strategies implemented include: Specially Designed Academic Instruction in English (SDAIE); direct instruction, modeling and practice of academic content language; visuals, including anchor charts for core content; and use of graphic organizers, such as thinking

maps. SDAIE methodology, in particular, is a set of specific strategies designed to make instruction comprehensible and grade-level academic content accessible for English Learners. SDAIE strategies may include visuals, graphic organizers, technology-based language development, and interactive communication. English Learners are monitored by homeroom teachers using formative/summative assessments and observation techniques. All teachers receive PD in order to better understand the instructional steps and approaches necessary for English language acquisition as well as training on SDAIE, modeling/practicing academic content language, use of visuals, utilizing graphic organizers, etc. These PDs provide the most equitable learning environment for English Learners and ensures the needs of English Learners are met. CRLA Capistrano will reclassify English Learners in accordance with Federal and State requirements.

Question 5. Input from Parents and Community

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

Provide one of the following responses.

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

or

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

Question 6. Effective Engagement Strategies

Required for all applicants.

Describe how the charter school will support the use of effective parent, family, and community engagement strategies to operate each charter school that will receive funding:

As an independent charter school of choice, CRLA Capistrano boasts plenty of opportunities for parents to participate actively in their child's education and school life. During the first year of operation, The Academic Advisory Council was converted into the Parent Advisory Council (PAC). It started in the winter of 2023 and conducted its inaugural meeting in March.

CRLA's efforts in parent engagement, particularly within the SPED and EL communities, have demonstrated a proactive approach to involving parents in their children's

education. The school has successfully implemented various engagement initiatives. These experiences provide valuable insights into planning and executing parent engagement activities, emphasizing the importance of flexibility and continuous evaluation of engagement strategies.

CRLA Capistrano has successfully cultivated a vibrant and participatory school community, with parents volunteering almost daily in various capacities. Each class benefits from dedicated room parents; many assist as field trip drivers, contributing to art projects and supporting classroom activities. The school provides ample opportunities for parental presence on campus, including assistance with administrative tasks like TB form processing and health screenings. Active parent participation is evident in the supervision during lunch and recess, facilitated through organized sign-up sheets. Furthermore, the school has initiated a reading program inviting families to engage directly in their children's literacy development. Mirroring a PTA model, parents have formed a committee that organizes events such as pizza days, a fundraising gala, and a Friendship Run, which significantly contribute to the school's communal and financial support. The school also actively engages parents and students in social gatherings, such as city parades and educational sessions focused on literacy, classical education, and mathematics. All opportunities are communicated to parents/guardians via a school-to-home communication newsletter accessible through a portal in the Parent Square application. These activities foster community integration, educational support, and transparency that establishes trust.

Furthermore, some of the most effective mentoring and learning opportunities stem from parents and siblings discussing the great ideas they are reading about together. Parents are encouraged to focus on their child's education, read the classics in all fields, find mentors who inspire and demand quality, structure their child's days to include study time, and become someone who inspires excellent education in their scholar. CRLA provides opportunities throughout the school year for parents to gain insights, information, and confidence in the classics and the curriculum to support their scholar's education. A parent does not need to be an expert to inspire excellent education, but we strongly encourage parents to set an example for self-improvement. It is unlikely that scholars will desire or be inspired to pursue a better education than what is modeled for them. As parents participate in these activities, they will build the capacity to access and be involved in the curriculum, modeling for their children, and partnering with CRLA for the scholar's success. While parental involvement is highly encouraged, parental involvement is not a requirement for acceptance to or continued enrollment at the school.

Last but certainly not least, "Coffee with the Principal" meetings are held bi-monthly following the open-door policy to the principal. Other successful events include a "Meet and Greet" before school, SPED parent engagement meetings with the principal and education specialist, and EL parent engagement sessions that commenced with the arrival of the first EL students.

Question 7. Student Discipline

Required for all applicants.

Describe the school's student discipline practices:

CRLA Capistrano strives to maintain a positive school environment through the use of effective student discipline practices and procedures/policies in order to promote learning and protect the safety of all students. CRLA Capistrano's student discipline practices seek to prevent negative behaviors before they occur while emphasizing and recognizing positive behavior. Annually by March 1, CRLA Capistrano reviews and updates a Comprehensive School Safety Plan (CSSP) which includes identification of appropriate strategies, programs, and student discipline practices that provide and maintain a high level of school safety and address procedures for complying with applicable laws related to school safety, pursuant to EC Sect. 32282(a)(2)(A)-(J). In order to ensure the school community is aware of the student discipline practices and policies, they are printed and distributed annually as part of the Family/Student Handbook which clearly describe expectations. CRLA Capistrano's staff engage in professional development, prior to the start of the school year to familiarize themselves with the school-wide student discipline practices and procedures. Teachers explicitly teach students the discipline practices and procedures including behavioral expectation and consequences for displaying negative behavior. When school staff, students, and families actively engage with student discipline practices, it ensures all members of the school community are familiar with the policies and are able to enforce disciplinary rules and procedures fairly and consistently among all students.

CRLA Capistrano's suspension and expulsion policy and procedures has been established in order to promote learning and protect the safety and wellbeing of all students. In creating this policy, CRLA Capistrano utilized EC Section 48900 which describes the offenses for which students at non-charter schools may be suspended or expelled and the procedures governing those suspensions and expulsions, in order to establish its list of offenses and procedures for suspensions, expulsions, and involuntary removal. The language in the charter petition and CRLA Capistrano's suspension and expulsion policy and procedures is largely consistent with the language of Education Code Section 48900. CRLA Capistrano is committed to annual review of its policies and procedures surrounding suspensions, expulsions and involuntary removals, and, as necessary, modification of the lists of offenses for which scholars are subject to suspension, expulsion, or involuntary removal. CRLA Capistrano administration ensures that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and involuntary removal policies and procedures. The suspension and expulsion policy is provided to families as part of the Family/Student Handbook and is available on request at the Principal's office.

Suspended or expelled scholars are excluded from all CRLA Capistrano and CRLA Capistrano-related activities unless otherwise agreed during the period of suspension or expulsion. A student identified as an individual with disabilities or for whom CRLA Capistrano has a basis of knowledge of a suspected disability pursuant to the

Individuals with Disabilities Education Improvement Act of 2004 (“IDEA”) or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 (“Section 504”) is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education student except when Federal and State law requires additional or different procedures. CRLA Capistrano follows all applicable Federal and State laws including but not limited to the applicable provisions of the Education Code, when imposing any form of discipline on a student identified as an individual with disabilities, for whom CRLA Capistrano has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in accordance with due process to such students.

No student will be involuntarily removed by the school for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice will be in the native language of the student or the students’ parent/guardian, or if the student is a foster child or youth or a homeless child or youth, the students’ educational rights holder, and shall inform the student, the students’ parent/guardian, or educational rights holder of the basis for which the student is being involuntarily removed and the student’s parent/guardian, or educational rights holder’s right to request a hearing to challenge the involuntary removal. If a students’ parent, guardian, or educational rights holder requests a hearing, CRLA Capistrano will utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the students’ parent, guardian, or educational rights holder requests a hearing, the student will remain enrolled and will not be removed until the school issues a final decision. As used herein, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated in the charter petition.

Positive Behavior Interventions and Supports (PBIS), an evidence-based intervention program used to support students’ behavioral, academic, social, emotional, and mental health, is utilized by CRLA Capistrano as part of the student discipline practices. This approach to student discipline promotes positive behaviors through evidence-based practices to support student needs. In all tiers of support, there is a shared vision for a positive school culture. The PBIS tiers include: Tier 1- practices support everyone at the school; Tier 2- supports students who are not responding to Tier 1 strategies and require more targeted support addressing their specific needs; and Tier 3- support is individualized and more intense. An example of moving from one tier to another due to a students’ challenging behavior may occur when a teacher explicitly teaches the school rules and classroom expectations on the first day of school. If a student repeatedly ignores the rules and expectation as a Tier 1 strategy, they will begin receiving targeted support within Tier 2. This may include increased family communication, increasing prompts and reminders, or periodic check-in with a designated school member. If the student does not respond to Tier 2 support, the student will then be given Tier 3 support. This would include engaging students, educators, and families in behavioral assessments and intervention. By implementing PBIS as part of its student discipline practices, CRLA Capistrano’s suspension and expulsion rates remain very low. All staff

participate in PD to learn how to implement PBIS effectivity, learn interventions for each tier, as well as develop strategies for monitoring students struggling with their behavior to ensure these students are provided the appropriate interventions.

Data is used to implement and revise student discipline practices that focus on prevention. Data includes students' behavioral progress engaging in PBIS tiers as well as feedback from educational partners. Educational Partners have the opportunity to reflect on the student discipline practices in many ways including surveys, such as those provided by the California School Climate, Health, and Learning Survey System (Cal-SCHLS). The survey is distributed annually (in English and Spanish) allowing community members to reflect on whether student discipline practices implemented are effective, enforced, and equitable. The results of the survey are analyzed and serve as one tool for making informed decisions about the student discipline policy and practices.

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: CRLA Capistrano implements an outreach and recruitment plan to ensure that a broad cross section of the community is aware of the opportunity to attend the school and in an effort to achieve a racial and ethnic, special education, and English learner student population balance that is reflective of the general population residing within the territorial jurisdiction of CapUSD. These outreach efforts are also intended to ensure CRLA is equally accessible to low achieving and economically disadvantage students. Strategies will include development of promotional and informational material that appeals to all of the various racial and ethnic, special education, and EL groups represented in the District ensuring

translated materials are available. Outreach information will clearly state that all students will be given equal opportunity to enroll. Other recruitment efforts include, but are not limited to, direct mail, print advertising, and informational meetings directed toward targeted student populations. The school website will describe the academic program and its admissions procedures. In addition to the website, enrollment information will be provided on social networking sites like Facebook and Instagram. Administration will set-up information booths at local libraries and athletic league events, host town hall meetings, parent information meetings, and invite community members to tour the campus.

- b. Enrollment practices: All students have an equal opportunity to attend the school. CRLA Capistrano does not charge tuition nor discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender expression, gender identity, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55). CRLA Capistrano will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. CRLA Capistrano ensures that all policies comply with EC Sect. 47605(d)(2)(A) and 47605(d)(2)(B) and with all applicable federal/state laws regarding open admission and public lottery requirements for charter schools. CRLA will require students who wish to attend the school to complete an application form. After an offer of admission, students will be required to submit an enrollment packet, which shall include (a) completion of a student registration form, (b) proof of immunization, (c) Home Language survey, (d) emergency medication information, (e) proof of minimum and maximum age requirements, and (f) release of records. Applications will be accepted during a publicly advertised open enrollment period from approximately January through March each year for enrollment the following year. Upon receipt of an application, it will be numbered and stamped with the date and time. Following the open enrollment period each year, applications will be counted by the ED to determine whether any grade level has received more applications than spaces available. In the event that this happens, CRLA Capistrano will hold a public random drawing (lottery) to determine admission for the impacted grade level, with the exception of existing scholars, who are guaranteed admission in the following school year. Public random drawing rules, deadlines, dates and times will be communicated in the application form, on the school website and through a public notice posted once the open enrollment period has passed. The public random drawing will typically be held during the last week of March. CRLA Capistrano will send a letter to all applicants in the grade level that has been determined to require a public random drawing two weeks before the drawing date providing the date, time, location, and rules for the process. All public random drawings will take place on school grounds.
- c. Admissions practices, including lottery preferences and projected timeline for conducting a lottery: Admission, except in the case of a public random drawing, is not determined by the place of residence of the pupil or his/her

- legal guardian within the State. In accordance with EC Sections 49011 and 47605(e)(2)(B)(iv), admission preferences will not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. The preferences in CRLA Capistrano's public random drawing are consistent with EC Sect. 47605(d)(2), applicable Federal law, the CA Constitution, and Section 200. Each type of preference was approved by the Authorizer at a public hearing. Preferences will not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, ELs, 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. Admission preferences in the case of a public random drawing shall be given to the following students in the following order: children and grandchildren of employees, children and grandchildren of Board members; siblings of students enrolled in or admitted to CRLA Capistrano; If the school operates a campus that is physically located in the attendance area of a district-operated public elementary school in which at least 55% of the enrollment is eligible for free and reduced price lunch, then students currently enrolled in that school and students who reside in that elementary school attendance area, in accordance with Education Code Section 47614.5(c)(2); and students who reside in the District. CRLA Capistrano complies with EC 49700 which provides for the timely enrollment of children of military families and ensuring that they are not placed at a disadvantage due to difficulty in the transfer of educational records or various entrance/age requirements. Enrollment applications will be accepted during a publicly advertised open enrollment period from approximately January through March each year for enrollment the following year. If the number of applications exceed the number of spaces available in each grade level, the school will hold a public random drawing (lottery) to determine admission for the impacted grade level. The public random drawing will typically be held during the last week of March. Public random drawing rules, deadlines, and dates/times will be communicated in the application form, on the school website, and through a public notice posted once the open enrollment period has passed. CRLA Capistrano will send a letter to all applicants in the grade level that has been determined to require a public random drawing two weeks before the drawing date, providing the date, time, location, and rules for the process. All public random drawings will take place on school grounds.
- d. Waitlist practices, including how and when students are offered seats if they become available: Lottery spaces will be pulled in order of grade level by the designated lottery official appointed by the ED. Separate lotteries will be conducted for each grade. Lotteries will be conducted in ascending order beginning with the lowest grade level. All applications drawn after reaching capacity will be placed on a waitlist for the grade level, in the order in which they were drawn. If a vacancy occurs, CRLA Capistrano will notify the parent/guardian by phone and email. The parent/guardian with 72 hours to accept the offer. If the parent/guardian does not contact CRLA Capistrano to

accept the position within this period, the school will contact the next scholar on the waitlist. CRLA Capistrano will keep copies of documents relating to the lottery on file for one academic year to demonstrate the fair execution of lottery procedures. CRLA Capistrano's individual grade waitlists will be extinguished at the end of each school year.

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:

[x] CRLA Capistrano [Name of charter school] will implement only enrollment preference, lottery exemption, and weighted lottery categories that are compliant with CSP Nonregulatory Guidance (January 2014), ESEA 4310(2)(H)(ii), and EC section 47605(e)(2)(B) or 47605.6(a)(2)(B) for the term of the PCSGP subgrant.

The school proposes the following timeline and/or schedule for its 2024–25 lottery: Open enrollment period for CRLA Capistrano will be from approximately January to March. Upon receipt of an application, it will be numbered and stamped with the date and time. Following the open enrollment period, applications will be counted by the ED to determine whether any grade level has received more applications than spaces available. In the event that this happens, CRLA Capistrano will hold a public random drawing (lottery) to determine admission for the impacted grade level, with the exception of existing scholars, who are guaranteed admission in the following school year. Public random drawing rules, deadlines, dates and times will be communicated in the application form, on the school website and through a public notice posted once the open enrollment period has passed. The public random drawing will be held during the last week of March. CRLA Capistrano will send a letter to all applicants in the grade level that has been determined to require a public random drawing two weeks before the drawing date providing the date, time, location, and rules for the process. All public random drawings will take place on school grounds.

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:

CRLA Capistrano aims to create scholars that exemplify the classical ideal--excellence in soul, mind, and body. With that firm purpose at the center of all that we do, CRLA Capistrano offers a combination of academic program, core values, education philosophy, mission, and vision that is unique to Orange County; a truly remarkable school that offers an alternative option for the benefit of all students and their families, as well as the surrounding communities throughout Orange County.

In the last half-decade, particularly in the post-COVID years, there has been a massive shift in public school enrollment trends across the State of California and the country. Many families are choosing to homeschool their children. However, our unique academic program attracts those specific families and brings them back into the public school system through their high expression of interest in the California Republic Leadership Academy schools and other schools like ours across the country.

These benefits as unique innovations of CRLA to the community are delineated in the following tenets:

A robust classical educational program:

Our academic program creates scholars with exceptional achievements. Our focus on excellence of character shapes the hearts and minds of our scholars to want to pursue goodness and virtue. With a curriculum, culture, and purpose-built upon the classical liberal arts tradition, CRLA's adherence to timeless principles produces remarkable results.

Many scholars who are attending or who have submitted meaningfully interested forms to come to CRLA have never been in a structured public school setting before, as they previously attended home school or non-classroom-based programs. Many others come from or are currently attending private schools. And yet, as a school of choice in the community, other families have opted to enroll their students in CRLA because they are not succeeding in traditional district programs.

At CRLA, learning best occurs through a robust classical educational program under the guidance of appropriately credentialed administrators, teachers, and mentors. Classical Education supports an emphasis on language, mathematics, the teacher as the central instructor, and an emphasis on promoting critical thinking by asking good questions.

Our goal is not simply to teach students what to think but HOW to think. We teach students to appreciate truth, beauty, and goodness because we believe education is good for its own sake, not merely for vocational training. As such, the first stage of learning is the grammar phase, which focuses on language acquisition. The language curriculum presents language study in a way that appeals to a child's inborn curiosity and desire to collect, gather, and order. Knowledge-based learning emphasizes early education on teaching and learning an enabling core of broadly shared knowledge—enabling students to build strong foundations for later learning, opening doors to effective participation and mutual understanding in the broader community.

Writing and rhetoric (writing and reading comprehension) are equally essential to meet the development needs of young learners. CRLA implements a comprehensive literacy program that combines the sound linguistic theory of an Orton-based literacy program with an easy-to-use format and a beautiful style. CRLA's intentional progression of concepts in math instills a deep understanding of mathematics as it is focused on mastery and application. California Republic Leadership Academy curricula are supplemented with instructional materials and state standards-aligned textbooks to ensure that every scholar enrolled learns the Common Core State Standards required at each grade level. CLRA regularly assesses the curriculum used and makes any necessary changes based on the learner and the program needed.

A virtue-based education:

One of the primary purposes of Classical Education is to inspire and cultivate virtue and wisdom in our students. As CRLA, we have a high view of humanity. Classical education values the moral development of its students and seeks to inspire a love of appreciation for truth, beauty, and goodness. Children are intrinsically curious about human nature and the natural world, and a content-rich curriculum teaches facts about the world and people. Students reflect on and think critically about those facts. These facts help students learn and develop a moral compass through universal moral behaviors such as respect, responsibility, perseverance, honesty, wisdom, courtesy, courage, kindness, temperance, and friendship. It is important to note that CRLA students learn to apply these principles through active engagement in civic opportunities within their communities.

The development of servant leadership:

The education of tomorrow's leaders determines the level of freedom and prosperity of the next generation. Leaders select the goals of a nation and the means of achieving those goals. Leadership education develops thinkers, leaders, inventors, citizens, entrepreneurs, and statesmen. It educates individuals on "how to think" and teaches them why it is important. Robert Hutchins said this type of education is "the education of free men in the knowledge and skills needed to remain free."

Leadership education presupposes that each individual is born with a unique and individual mission to fulfill. Leadership education consists of discovering, preparing for, and fulfilling this mission. It is not the role of leadership education to fill scholars with a

predetermined set of facts, beliefs, or processes but to inspire them to discover their potential and unique abilities that only he or she has to contribute to society. Our Founding Fathers and the great leaders of history received a leadership education. In the twenty-first century, we must choose what kind of leaders we will produce. The liberty, prosperity, and stability of our nation and even future civilizations depend upon tomorrow's leaders getting a leadership education today. These principles and the wisdom of history are still available to all willing to pay the price to educate, work, and implement the timeless principles of leadership education to make a difference in the world.

CRLA focuses on the implementation of the FranklinCovey Leader in Me Curriculum that is based upon:

- 1.The 7 Habits of Highly Effective People Characters/Principles in Action.
- 2.Scholars will actively participate in service-learning projects to apply their knowledge.
- 3.The program introduces and seeks to instill virtues of character in the lower grades through these pillars of character education: responsibility, respect, courage, courtesy, honesty, and citizenship.
- 4.All students are trained in study skills such as time management, organization, and note-taking, which are essential for building stamina for further academic pursuits.
- 5.Scholars study financial literacy in addition to core subjects to produce scholars who understand how to manage their family finances and the effects of government policies on macroeconomic trends.
- 6.The Common Core State Standards are taught through classical texts and documents, including those written by the Founding Fathers.
- 7.Students learn how to be leaders of distinction in their chosen field.
- 8.Students are prepared to recognize and seize the opportunity to serve their community and our nation with their skills and talents.
9. Students become lifelong learners prepared to succeed in any field or endeavor they choose.

Not surprisingly, the approach and methods used to develop students that exemplify the classical ideal, virtue-based living, and servant leadership placed CRLA as the top-performing classical educational program across the state of California and above the overall state results in the 2023-24 CAASPP standardized assessments. When comparing CRLA to the results of the state of California, students at CRLA performed 29.58% higher in English Language Arts and 43.68% higher in Mathematics. CRLA Capo holds a waiting list of 129 students for the 2024-25 school year.

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:

CRLA has implemented a scholar outreach and recruitment strategy that generally includes, but is not necessarily limited to, the following elements or strategies to achieve a racial and ethnic, special education, and English learner, including redesignated fluent English proficient student population balance among scholars that is reflective of the territorial jurisdiction of the Capistrano Unified School District:

-An enrollment process that is scheduled and adapted to include a minimum 90-day recruitment timeline that allows for a broad-based recruiting and application process.

-The development of promotional and informational material that appeals to all of the various racial and ethnic, special education, and English learner groups represented in the District. Major marketing materials may be translated as appropriate into the language for the specific targeted ethnic group or activity.

-Scholar recruitment efforts may include, but are not limited to, direct mail, print advertising, and informational meetings directed toward targeted scholar populations to recruit scholars from the various racial and ethnic, special education, and English learner groups represented in the District.

-CRLA maintains an accurate accounting of the ethnic and racial, special education, and English learner student population balance of scholars enrolled in the Academy.

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:

CRLA’s target scholar population includes scholars of all achievement levels in Orange County and the surrounding communities. The Academy is seeking to attract a diverse cross-section of the community that share our belief that:

1. A leadership education designed to develop servant leaders is a valuable alternative to the traditional methods of teaching state standards.
2. Extensive use of mentors can assist scholars, particularly struggling scholars, to succeed.
3. Our Academy must be genuinely committed to excellent instruction, and Scholars must be genuinely dedicated to their education.

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:

Many scholars seeking to come to CRLA have never been in a structured public school setting, as they previously attended home school or non-classroom-based programs. Many others are currently attending private schools. We also anticipate some scholars seeking to attend the Academy as a school of choice because they are not succeeding in traditional district programs.

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:

Since our target scholar population reflects a cross-section of the community, it is anticipated that the racial, ethnic, socioeconomic, English Learner, and special education populations will reflect balance with that of Capistrano Unified School District's scholar population.

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:

Our approach involves a comprehensive analysis of the unique needs of our school and student population. As part of a comprehensive analysis, California Republic Leadership Academy solicited feedback, contributions, and input from various stakeholders. This input impacts the school's priorities, actions, services, and culture, a culture that demonstrates adherence to the school's mission. In collaboration with school and community stakeholders, the executive and administrative team analyze data points focusing on performance gaps that may exist either schoolwide or for our significant student groups. In addition, staff incorporates survey feedback from students, families, and staff regarding various campus factors that impact student learning, well-being, and culture.

The school also actively engages parents of English Language Learners and students with special disabilities to analyze, develop, and support their specific programs. This is done through parent surveys, teacher surveys, student surveys, and meetings to review the programs, answer questions, and receive stakeholder feedback.

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

Our process for engaging stakeholders and developing strong ongoing partnerships with the community is robust. CRLA clearly understands and aims to establish healthy two-way relationships with all community stakeholders. On the one hand, CRLA actively engages students in local events to establish a positive presence in the community. The school also actively engages parents and students in social gatherings, such as city parades, friendship runs, toy and food drives, and other such city events. Additionally, CLRA's director of compliance collaborates closely with the local Chambers of Commerce to seek opportunities for our students to participate. To date, our students have delivered "thank you" letters to first responders, flower bouquets to local senior living homes, collected toys for a toy drive that benefits children from low socioeconomic communities, and participated in 5K walk/run races. On the other hand, CRLA welcomes community members such as business leaders and elected officials into the school campuses for tours, school events, fundraising opportunities, and executive board positions whenever they become available. To continue to reach stakeholders across the larger community, CRLA is launching its first-ever informational video, which will be shared on the school website and via multiple social media outlets.

For potential families who are seeking information and interest in enrollment at CRLA, we send postcard mailers, place ads in local Dispatch newspapers, boost social media posts, network with our local Chamber of Commerce, and hold open house events to talk with prospective families about the California Republic Leadership Academy program. Through this process and positive referrals from current families, we continue to generate significant interest in the 2024-25 and 2025-26 enrollment. On an ongoing basis, we field calls daily from prospective families who want to learn more about CRLA, and we do this by providing detailed information about our school and academic programs. When a parent confirms that they are meaningfully interested in enrolling for the 2025-26 year, we provide them with the "Meaningfully Interest" form.

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:

CRLA has worked hard to create a positive school culture with an equity-driven approach to relationship building since its inception. CRLA utilizes an MTSS model to understand the strengths and needs of each student. Through our

collaborative approach, we engage with parents through Coffee with the Principal meetings, parent training opportunities (Training: Classical Education, Socratic Seminar, Literacy Essentials, Singapore Math), parent engagement meetings for families of SPED and EL students, social events like Fall Festival and the Friendship Run. We invite all parents to biannually scheduled parent-teacher conferences, proactively reach out to families with any questions or concerns about students and include parents in decision-making through our LCAP meetings. We provide morning and afternoon ELO-P for families who may require support and communicate regularly. Each week, the school provides a weekly school newsletter to all families, informing them of upcoming events and activities and inviting them to school-sponsored events. For underserved students, we pay special attention to their progress. We are proactive about providing academic/behavioral/social-emotional support for each student through SSTs, social skills group classes, and meetings.

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):

CRLA thrives because of its commitment to value humanity and the truth, beauty, and goodness each student can cultivate. Our role is to provide an environment for students to learn, contemplate, and grow. For each educational partner (general education, ELs, SPED students, and students of color), we work hard to understand each student's individual strengths and needs so that we can provide an equitable learning environment. This includes our recruitment, admissions, enrollment, and retention efforts. We place targeted social media ads through various platforms designed to reach a diverse student body, reach out to varying SES communities around the school, and purchase magazine ads in local publications.

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:

CRLA's combination of academic programs, core values, education philosophy, mission, and vision is unique to South Orange County. This model was developed by meeting with parents, including those with students with disabilities and English Learners. Because of this unique educational focus, community interest across many demographics is extremely high.

There is a massive shift in public school enrollment trends across the State of California and the country. Many families are choosing to homeschool their children. Our unique academic program attracts those specific families and brings them back into the public school system through their high expression of interest in the California Republic Leadership Academy Capistrano and schools like ours across the country.

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):

Since our target student population reflects a cross-section of our communities, the racial, ethnic, socioeconomic, English Learner, and special education populations reflect a balance with that of the local school districts of the surrounding communities. To serve all of our students equitably and within reasonable equivalent facilities to those they would be attending within their districts, CRLA is working with the school districts in which the two campuses are located. To date, CRLA Capistrano boasts of a reasonably equivalent facility within the district under Proposition 39 in San Juan Capistrano. In contrast, CRLA Yorba Linda is temporarily located at an approved private school zoned building. Currently, no transportation is available to and from the CRLA campuses unless otherwise required by law. CRLA also collaborates closely with its local school districts to provide its students with a nutritionally balanced free meal program should families opt to participate.

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.

To ensure that the proposed charter school aligns with desegregation efforts and does not contribute to racial or socio-economic segregation, the applicant has implemented or plans to implement the following steps:

- a. **Conducting a Comprehensive Demographic Analysis:** The applicant will gather and analyze demographic data of the community and the public school districts from which students are likely to be drawn. This analysis will include data on race, ethnicity, and socio-economic status to ensure a clear understanding of the current desegregation context.
- b. **Engaging with Local Education Authorities:** The applicant will collaborate with local school districts and relevant stakeholders to assess potential impacts on existing desegregation efforts. This will include reviewing any applicable court orders, statutory obligations, or voluntary desegregation plans to ensure compliance.
- c. **Designing an Inclusive Enrollment Policy:** The proposed charter school will implement a transparent and inclusive enrollment process that does not discriminate based on race, ethnicity, or socio-economic status. Outreach efforts will specifically target underrepresented and historically disadvantaged groups to promote diversity.

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 event that CRLA Capistrano closes or loses its charter, the charter school has a clear plan and procedures in place to provide student records to another public school and school district. The actions and timeline is describe below. The process will be documented by official action of the Board of Directors. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities (e.g., the Executive Director). After the process has been documented by official action of the Board of Directors, CRLA Capistrano will promptly notify parents and students, the District, the Orange County Department of Education, the SELPA, the retirement systems in which the CRLA Capistrano employees participate, and the California Department of Education (CDE) of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the students' school districts of residence; and the manner in which parents/guardians may obtain copies of scholar records, including specific information on completed courses and credits that meet graduation requirements. Simultaneously, CRLA Capistrano will develop a list of students in each grade level and the classes they have completed, together with information on the students' districts of residence, which they will provide to the person or entity responsible for closure-related activities. Per 5 CCR Section 11962, CRLA Capistrano will provide notification of the closure to CDE within ten calendar day of any official action taken by the chartering authority.

CRLA Capistrano will follow State law regarding the transfer of student records per California Code of Regulations, Title 5 (5 CCR) Sections 11962 and 11962.1. In case of school closure or if the LEA loses its charter, all student records will be transferred to the authorizing District and/or County as appropriate and in a timely manner. If the authorizing District and/or County (as appropriate) will not or cannot store the records, CRLA Capistrano will work with the County Office of Education to determine a suitable alternative location for storage. Provisions for the authorizing entity to maintain all school records, including financial and attendance records, will reflect the timelines stated in 5 CCR sections 16023 through 16026. As applicable, CRLA Capistrano will promptly provide parents/guardians, students and the County District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. In addition, all transfer of scholar records will be made in compliance with the Family Educational Rights and Privacy Act (FERPA) 20 U.S.C. § 1232(g). All state assessment results, special education records, and personnel records will be transferred to and maintained by the person or entity responsible for closure-related activities in accordance with applicable law.

CRLA Capistrano utilizes a Student Information System (SIS), approved by the Board, to manage all student data such as demographics, attendance, class rosters, schedules, health records, program codes, grades, assessment data, discipline records, support services, etc. The school SIS, accessed through a secure computer, currently supports the student record retention process. However, in the event that CRLA Capistrano closes or loses its charter, the SIS will serve to ensure quick and accurate transfer of student records. All appropriate staff are trained on using the SIS and all student records are confidential.

In the event that CRLA Capistrano closes or loses its charter, the LEA will support students enrolled in the charter school to attend other high-quality schools by working with the chartering authorizer to ensure a smooth transition including ensuring timely transfer of student records to the appropriate entity, ensuring families are aware of the closure process and the available options and support services, and working with local school district to advocate admission to displaced students due to school closure. CRLA Capistrano will ensure that notification to parents/guardians and students impacted by the closure includes information that will assist families in locating suitable alternative programs, including other high-quality schools. The notification will seek to provide opportunities for families to learn about other schools of choice. This notice will be provided immediately following the Board of Directors' decision to close or the loss of the charter. CRLA Capistrano will also hold a school fair inviting representatives from the local school district school, other district schools within the County, charter schools, and private schools. This process will support CRLA Capistrano's goal to assist students enrolled in the charter school to attend other high-quality schools in the event that CRLA Capistrano closes or loses its 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:

CRLA Capistrano ensures all students can attend school, regardless of their socioeconomic status or transportation challenges. The school will provide various transportation options and assistance programs to support families facing difficulties getting their children to school. This includes helping families connect with local transportation services, offering subsidized bus passes when needed, and providing logistical support to ensure every student can access reliable transportation.

Additionally, CRLA Capistrano will offer specialized transportation support for students with an Individualized Education Program (IEP) (the IEP team determines transportation services are needed as a related service), Military Kids and Veterans (MKV), and Foster Youth (FY) students. CRLA Capistrano will collaborate with local services, including Hop Skip, to help these students secure transportation as part of our commitment to ensuring equitable access. Hop Skip is a community-based service designed to assist students with transportation needs, and we will help eligible families access this service to ensure their children can get to school safely and on time.

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: December 30, 2024

Name of Person at Charter Authorizer Contacted: Aracely Chastain, Director of Charter Schools Unit.

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:

To ensure that CRLA meets its educational goals and operates efficiently, it will participate in school oversights, site visits, and provide timely reports such as financial budgets, LCAP, annual independent financial audit reports, CBEDS, ADA reports and SARC.

A. Educational Program (Pg 12)

The school is attempting to educate a diverse cross section of the community so its demographics should be similar to that of Capistrano Unified School District's scholar population. The educational goal is to have scholars develop character, competence and the capacity to do the right thing. They will learn how to think, have compassion, be self-motivated, competent and life long learners. The school has CCSS textbooks in addition to classical and historical texts that are used to primarily teach the curriculum. The school will address diverse scholar needs by offering simulations of real-life situations and applying practice in real life through opportunities such as internships, community service, vocational programs, employment, travel and becoming mentors for others. Scholars are also participating in lectures, colloquium, written examination, and oral examinations.

B. Measurable Pupil Outcomes (Pg 37)

CRLA's desired outcomes align with the state priorities. An annual LCAP is reviewed, altered and amended based on assessment data and scholar and program needs. This is reported to the authorizer.

C. Methods of Measurement and Other Uses of Data (Pg. 52)

CRLA implements various assessment methods (i.e., tests, observations, projects, standardized tests, classroom discussions, term papers) to provide data on scholar achievement and informs instructional practices. All scholars take the state mandated assessments in addition to teacher designed assessments which provides an opportunity for feedback on scholar mastery of content standards prior to the end of a course when there is still an opportunity to re-teach a subject matter until the scholar masters it. Data is utilized from the SIS, CAASPP, the California School Dashboard, Data Quest, and Ed Data sites operated by the CDE to gather data on subgroups. Staff is trained to interpret standardized test data and engages in critical analysis of the data to determine how CRLA Capistrano can address any performance deficiencies or negative data trend.

D. Governance Structure (Pg 56)

CRLA is governed by the Corporation's Board of Directors pursuant to the Corporation's Bylaws. CRLA Capistrano operates autonomously from the county with exception of the supervisory oversight by the authorizing agency. It is not operated as or operated by a for-profit entity. Each director shall hold office unless otherwise removed from office for two years and until a successor director has been

designated and qualified. All directors are designated by the existing board of directors.

To ensure parental participation, there are several involvement opportunities in committees that are advisory to the Principal/Executive Director and Board of Directors. There is a Parent Service Organization, Academy Advisory Council, and English Learner Advisory Committee. Parents are also encouraged to volunteer at CRLA Capistrano in activities such as at-home assistance, tutoring, parent-teacher conferences, attendance at board meetings, participation in planning or attendance at fundraising, athletic, or academic events. Parental volunteer hours is not a criterion for admission or continued enrollment.

E. Employee Qualifications (Pg. 64)

CRLA Capistrano believes that all persons are entitled to equal employment opportunity. Instructional aides will not assign grades or approve scholar work assignments. All non-instructional staff will possess experience and expertise appropriate for their position within CRLA Capistrano as outlined in CRLA Capistrano's staffing plan and CRLA Capistrano's adopted personnel policies. Key positions (ED, Principal, Vice Principal, Campus Business Manager, Director of Campus Operations, and Teachers) are hired based on meeting the standards set for each role.

F. Health and Safety Procedures (Pg. 69)

In order to provide safety for all scholars and staff, CRLA Capistrano shall adopt and implement health and safety procedures, risk management policies, and School Safety Plan in consultation with its insurance carriers and risk management experts. CRLA Capistrano develops a School Safety Plan, which will include the topics listed in California Education Code section 32282(a)(2)(A)-(J). The School Safety Plan is reviewed and updated by March 1 of every year by CRLA Capistrano.

G. Scholar Population Balance (Pg. 74)

CRLA Capistrano implements a scholar outreach and recruitment strategy that includes but is not necessarily limited to the following elements or strategies in an effort to achieve a racial and ethnic, special education, and English learner, including redesignated fluent English proficient scholar population balance among scholars that is reflective of the territorial jurisdiction of the District. Outreach and recruitment plans are designed to ensure that a broad cross section of the community is aware of the opportunity to attend CRLA Capistrano. They include the following media: internet (school website and social media), Chamber of Commerce and Service Clubs, local newspaper, general public outreach, town halls, "fireside chats" with the board and academy leadership, academy tours, and local youth athletic leagues.

H. Admission Requirements (Pg. 76)

CRLA Capistrano will be nonsectarian in its programs, admission policies, and all other operations, and does not charge tuition nor discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender expression, gender identity, nationality, race or ethnicity, religion, sexual orientation,

or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). CRLA Capistrano will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Upon an offer of admission, scholars are required to submit an enrollment packet which includes a completion of a scholar registration form, proof of immunization, home language survey, completion of emergency medical information form, proof of minimum and maximum age requirements and release of records.

Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state. Applications will be accepted during a publicly advertised open enrollment period each year for enrollment in the following school year. Following the open enrollment period each year, applications will be counted to determine whether any grade level without an established wait list has received more applications than availability. In the event that this happens, CRLA Capistrano will hold a public random drawing (or "lottery") to determine admission for the impacted grade level, with the exception of existing scholars, who are guaranteed admission in the following school year. Preference will be given to scholars who are children and grandchildren of CRLA Capistrano, children and grandchildren of board members, siblings of existing scholars, current scholars who are enrolled at a local public elementary school that is at least 55% FRPM, and lastly, scholars who reside in the district.

I. Independent Financial Audits (Pg. 79)

An annual independent fiscal audit of the books and records of CRLA Capistrano will be conducted as required under Education Code Sections 47605(c)(5)(I) and 47605(m). The board oversees the selection of the independent auditor. The auditor will have, at a minimum, a CPA and educational institution audit experience and shall be included by the State Controller's Office on its published list as an educational audit provider.

It is anticipated that the annual audit will be completed within four months of the close of the fiscal year. A copy of the auditor's findings will be forwarded to the County, the County Superintendent of Schools, the State Controller, and the CDE by the 15th of December of each year. The executive director and principal will review any audit exceptions or deficiencies and report to the board with recommendations on how to resolve them. The board will submit a report to the county describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the county along with an anticipated timeline. The independent fiscal audit of CRLA Capistrano is a public record to be provided to the public upon request. CRLA Capistrano will respond promptly to all reasonable inquiries by the County, including inquiries regarding its financial records in accordance with applicable law.

J. Scholar Suspension and Expulsion Policies and Procedures (Pg. 80)

A Scholar Suspension and Expulsion Policy and Procedures has been established in order to promote learning and protect the safety and wellbeing of all scholars at CRLA Capistrano. CRLA Capistrano is committed to annual review of its policies and procedures surrounding suspensions, expulsions and involuntary removals, and, as necessary, modification of the lists of offenses for which scholars are subject to suspension, expulsion, or involuntary Removal. The Board may adopt an alternative Scholar Suspension and Expulsion Policy at which time that Board approved policy shall replace this listed Policy in force and effect. The adoption of a Board Policy on Scholar suspensions and expulsion policies and procedures and any amendments to such policy shall be made by the Board without the need to amend the charter so long as the amendments comply with legal requirements. CRLA Capistrano's staff shall enforce disciplinary rules and procedures fairly and consistently among all scholars. This Policy and its Procedures will be printed and distributed annually as part of the Family/Scholar Handbook which will clearly describe discipline expectations. Corporal punishment shall not be used as a disciplinary measure against any scholar.

A scholar identified as an individual with disabilities or for whom CRLA Capistrano has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education scholars except when federal and state law requires additional or different procedures.

No scholar shall be involuntarily removed by CRLA Capistrano for any reason unless the parent/guardian of the scholar has been provided written notice of intent to remove the scholar no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the scholar or the scholar's parent/guardian or, if the scholar is a foster child or youth or a homeless child or youth, the scholar's educational rights holder, and shall inform the scholar, the scholar's parent/guardian, or educational rights holder of the basis for which the scholar is being involuntarily removed and the scholar's parent/guardian, or educational rights holder's right to request a hearing to challenge the involuntary removal. If the scholar's parent, guardian, or educational rights holder requests a hearing, the scholar shall remain enrolled and shall not be removed until CRLA Capistrano issues a final decision.

K. Employee Retirement Systems (Pg. 98)

All employees will participate in the federal social security system. Teachers and qualifying noncertificated staff may participate in a 403(b) retirement plan according to employee policies developed and adopted by the Board of Directors. The Executive Director or designee is responsible for ensuring that appropriate arrangements for retirement coverage are made for all employees.

L. Public School Attendance Alternatives (Pg. 99)

No scholar may be required to attend CRLA Capistrano. Scholars who reside within the District who choose not to attend CRLA Capistrano may attend school within the District according to District policy or at another school district or school within the District through the District's intra- and inter-district transfer policies. Parents and guardians of each scholar enrolled in CRLA Capistrano will be informed on admissions forms that the scholars have no right to admission in a particular school of a local education agency as a consequence of enrollment in CRLA Capistrano , except to the extent that such a right is extended by the local education agency.

M. Employee Return Rights (Pg. 100)

No public school district employee shall be required to work at CRLA Capistrano. Persons employed by CRLA Capistrano are not considered employees of the District for any purpose whatsoever. Employees of the District who resign from District employment to work at CRLA Capistrano and who later wish to return to the District shall be treated the same as any other former District employee seeking reemployment. CRLA Capistrano shall not have any authority to confer any rights to return on District employees. However, District employees may have rights under District collective bargaining agreements, procedures and policies as they may be amended from time to time.

Employees of the District who choose to leave the employment of the District to work at CRLA Capistrano will have no automatic rights of return to the District after employment by CRLA Capistrano unless specifically granted by the District through a leave of absence or other agreement. CRLA Capistrano employees shall have any right upon leaving the District to work in CRLA Capistrano that the District may specify, any rights of return to employment in a school district after employment in CRLA Capistrano that the District may specify, and any other rights upon leaving employment to work in CRLA Capistrano that the District determines to be reasonable and not in conflict with any law.

Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to CRLA Capistrano. Employment by CRLA Capistrano provides no rights of employment at any other entity, including any rights in the case of closure of CRLA Capistrano.

N. Dispute Resolution (Pg. 101)

CRLA Capistrano recognizes that it cannot bind the County to a dispute resolution procedure to which the County does not agree. A policy has been created for a discussion of dispute resolution procedures. CRLA Capistrano is willing to consider changes to the process as suggested by the County.

For internal conflicts and resolution, the county agreed to refer all complaints regarding CRLA Capistrano's operation to the Executive Director for resolution in accordance with CRLA Capistrano's adopted policies. In the event that the policies and processes fail to resolve the dispute, the County, including its governing board, agreed not to intervene in the dispute without the consent of CRLA Capistrano's board of directors unless the matter directly relates to one of the reasons specified in the law for which a charter may be revoked.

In the event of any dispute arising between CRLA Capistrano and the County regarding the misinterpretation, misapplication, or violation of the Charter, representatives (or designees) of the County and CRLA Capistrano shall meet and confer with the objective of resolving such disputes within fifteen (15) working days of the written request of either party. If within seven (7) days after the parties have met and conferred, or such longer period as may be agreed upon by the parties, the dispute cannot be resolved by the parties to their mutual satisfaction, the County and CRLA Capistrano shall then convene a committee composed of two members of the Board of Education for County, two members of CRLA Capistrano's Board of Directors, along with one staff member from both the County and CRLA Capistrano. The committee shall meet within thirty (30) days, or such a longer period as may be agreed upon by the parties, to resolve the dispute to the mutual satisfaction of the parties.

If the committee convened pursuant to the preceding paragraph is unable to resolve any dispute between the parties within fourteen (14) days, or such longer period as may be agreed upon by the parties, such disputes shall be submitted to mediation. The parties shall meet to determine the format of the mediation session and select a mutually acceptable mediator to facilitate resolution of the dispute. If no agreement on the mediator is reached within five (5) days, then the parties shall request the state mediation/conciliation services to provide a list of seven (7) mediators from which the parties shall strike names alternatively until only one (1) name remains, which person shall be the mediator.

The costs of the mediator shall be split equally between the County and CRLA Capistrano. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the County and CRLA Capistrano. If the County Board of Education believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, CRLA Capistrano requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the County to do so. However, participation in the dispute resolution procedures shall not be interpreted to impede or act as a pre-requisite to the County's ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations.

O. School Closure Procedures (Pg 103)

Closure of CRLA Capistrano will be documented by official action of the Board of Directors. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities (e.g., the Executive Director).

CRLA Capistrano will promptly notify parents and scholars of CRLA Capistrano, the District, the Orange County Department of Education, CRLA Capistrano's SELPA, the retirement systems in which CRLA Capistrano's employees participate, and the

California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the scholars' school districts of residence; and the manner in which parents/guardians may obtain copies of scholar records, including specific information on completed courses and credits that meet graduation requirements.

As applicable, CRLA Capistrano will provide parents, scholars and the County with copies of all appropriate scholar records and will otherwise assist scholars in transferring to their next school. All transfers of scholar records will be made in compliance with the Family Educational Rights and Privacy Act 20 U.S.C. § 1232(g). CRLA Capistrano will ask the authorizing District and/or County as appropriate to store original records of CRLA Capistrano scholars. All scholar records of CRLA Capistrano shall be transferred to the authorizing District and/or County as appropriate upon closure. If the authorizing District and/or County (as appropriate) will not or cannot store the records, CRLA Capistrano shall work with the County Office of Education to determine a suitable alternative location for storage. All state assessment results, special education records, and personnel records will be transferred to and maintained by the person or entity responsible for closure-related activities in accordance with applicable Law.

As soon as reasonably practical, CRLA Capistrano will prepare final financial records. CRLA Capistrano will also have an independent audit completed within six months after closure. CRLA Capistrano will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by CRLA Capistrano and will be provided to the County, the County Superintendent of Schools, the State Controller, and the CDE promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to CRLA Capistrano.

On closure of CRLA Capistrano, all assets of CRLA Capistrano, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by scholars attending CRLA Capistrano, remains the sole property of California Republic Leadership Academy Capistrano. Any assets acquired from the County or County property will be promptly returned upon CRLA Capistrano closure to the County. CRLA Capistrano shall return any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as return any donated materials and property in accordance with any

conditions established when the donation of such materials or property was accepted.

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

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: Pg 4

13Bii. The charter school shall not charge tuition: Pg 4

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

Within ten (10) business days of board meetings, CRLA Capistrano will provide the authorizer with a complete audio recording of the meeting and all materials provided to the governing board by its administration, contractors, or the public including approved previous meeting minutes, except for confidential communications as defined in Evidence Code section 952 and Government Code section 54963. CRLA Capistrano will update the authorizer of any changes to the board calendar within ten (10) business days. CRLA Capistrano will provide Brown Act and conflict of interest training to its governing board and administrative staff within 45 days of taking office or becoming employed or as otherwise agreed with the authorizer and at least once every year.

CRLA Capistrano will authorize OCDE to access educational records maintained by CRLA Capistrano, in accordance with FERPA, and provide notice of such in CRLA Capistrano's policies and Parent/Student Handbook.

The authorizer is not responsible to provide funding in lieu of property taxes to CRLA Capistrano. Invoices, purchase orders, and other appropriate documentation shall be maintained by CRLA Capistrano and shall be deemed to be public records subject to disclosure to the authorizer upon request. The authorizer shall receive written notice of all loans received by CRLA Capistrano and repayment of loans shall be the sole responsibility of CRLA Capistrano.

The board nor the authorizer shall act as a fiscal agent for CRLA Capistrano. CRLA Capistrano may contract with the authorizer for fiscal services by way of a separate written contract.

CRLA Capistrano will provide certificates of insurance coverage to the authorizer prior to opening and annually thereafter. CRLA Capistrano will ensure that its vendors have adequate insurance coverage for the goods and/or services provided to CRLA Capistrano to protect the interest of CRLA Capistrano as well as the authorizer, the board and the County Superintendent. CRLA Capistrano will notify the authorizer of any pending or actual litigation and/or formal claim from any party or notice of potential

criminal infraction, criminal or civil action against CRLA Capistrano or any employee or request for information by any governmental agency to the extent permitted by law.

CRLA Capistrano shall ensure that all contracts for goods and services comply with the criteria noted in Title 5, section 11967.5.1 of California Code of Regulations. Any records and information regarding implementation of the contract will be provided to the authorizer in accordance with Education Code section 47604.3. CRLA Capistrano will make every effort to ensure that vendors comply with all reasonable inquiries by the authorizer for records and information related to the contract.

Pre-opening site visit shall be conducted by the authorizer prior to opening of CRLA Capistrano. CRLA Capistrano must request material revision to the charter petition in order to change facilities. Following an approved revision to the charter, the authorizer will conduct, without reasonable delay, a site visit of a new or changed charter school facility prior to the student attending the new facilities. Under extraordinary circumstances, the pre-opening site visit may be waived.

CRLA Capistrano shall provide the authorizer with a Certificate of Occupancy issued by the applicable permitting agency, allowing CRLA Capistrano to use and occupy the site, prior to opening, unless CRLA Capistrano is located at a public school site provided pursuant to Proposition 39 or other facilities use agreement with a school district. In lieu of the zoning certification, CRLA Capistrano can provide the authorizer with evidence that zoning ordinances have been overridden by the school district in which the facility is located or by another entity authorized to override zoning ordinances pursuant to current or then applicable state law. If CRLA Capistrano moves or expands to another facility during the term of the charter, CRLA Capistrano shall provide a Certificate of Occupancy to the authorizer for each facility before the school is scheduled to open or operate in the facility.

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:

Renewal of the charter shall be governed by the standards and criteria in Education Code Sections 47605, 47607, and 47607.2 as applicable, and their implementing regulations. If a school consistently demonstrates poor performance or lack of academic growth in at least one year's progress, it will risk revocation of the charter. This will ensure that the charter school will be accountable for providing quality education and meeting the needs of the scholars.

13E. Describe how the charter authorizer involved will reserve the right to revoke or not renew a school's charter based on financial, structural, or operational factors involving the management of the school:

The charter authorizer can 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. This may include mismanagement of finance, lack of leadership, failure to comply with legal requirements and academic underperformance.

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

Required for all Replication and Expansion applicants.

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

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

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

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

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

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

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

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

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

1. Meet the “high performing” track for renewal based on *EC* Section 47607 criteria, as adopted by the Legislature in Assembly Bill 1505, or
2. Meet the “middle performing” track for renewal based on *EC* Section 47607.2 criteria and:
 - Meet or exceed the district in which the charter school is physically located on academic performance indicators for English language arts and math.

N/A

14b. 20 U.S.C. Section 7221i(8)(B) – Provide an assurance from the charter administrator on school letterhead that the charter school that the school has had has no significant issues in the areas of student safety, financial and operational management, or statutory or regulatory compliance in the past 3 years and that the school has provided CDE with all official communications from its authorizer (e.g. notices of concern, notices to cure, notices of violation, intent to revoke, etc). N/A

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

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

N/A