

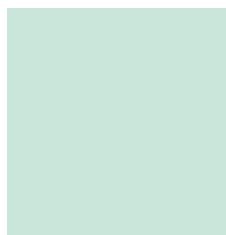
Phoenix Charter Academy

Grades K-12
CDS Code 45-70169-0136440

Patricia A. Dougherty
CEO/Executive Director
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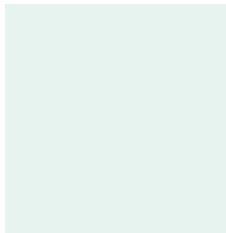
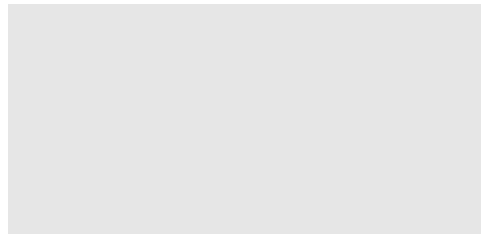
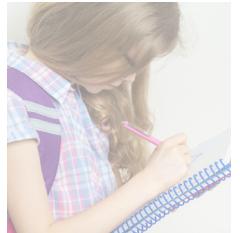
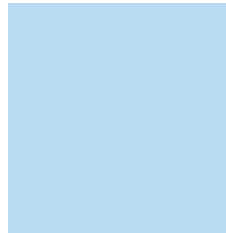
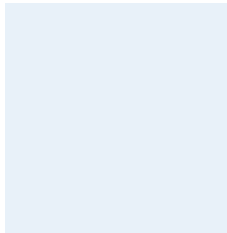
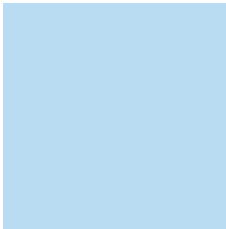
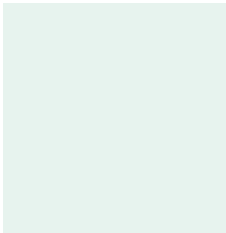
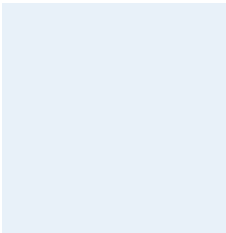
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www.ourpca.org



Phoenix Charter Academy

Sponsored by Whitmore Union Elementary School District





Executive Director's Message

As a K-12 personalized learning charter school sponsored by Whitmore Union Elementary School District, the Phoenix Charter Academy (PCA) offers a diverse range of educational opportunities for students. One of the distinguishing features of our program is the extensive curriculum choice we offer to families. In addition to the various printed textbook programs, students also have the option of doing their schoolwork using online curriculum. Some of our families choose to do all of their schooling at home with the parent as primary teacher and a highly qualified credentialed teacher to support them and make certain their student is meeting state standards and making adequate progress. Other families take advantage of PCA's on-site resource center. Our resource center has allowed us to develop a hybrid program with a powerful mix of Career Technical Education (CTE) courses, on-site core and enrichment as well as remediation and intervention courses, available for students.

PCA offers enrichment opportunities for students on-site as well as through our Community Partnership Services (CPS's). CPS's are professionals within the community who offer classes in a variety of subjects such as art, music and physical education, including venues such as the Sun Oaks. Personalized learning is a 21st century "on the leading edge" approach to public education that honors and recognizes the unique gifts, skills, passions and attributes of each child. As a personalized learning school, PCA is dedicated to developing individualized learning programs for each child with the intent to engage the child in the learning process in the most productive and meaningful way to optimize their learning potential and success. PCA is an active member of the Association of Personalized Learning Schools and Services (APLUS+) as well as the Charter Schools Development Center (CSDC), and California Charter Schools Association (CCSA).

PCA, as our own local education agency (LEA), is a member of the El Dorado County Special Education Charter SELPA (Special Education Local Plan Area). This organization is instrumental in the implementation of our special education program. We serve our special education students through a consulting model, which enhances our personalized learning philosophy. Students have the option of attending resource center offerings two days per week to receive direct, systematic instruction in core, remediation and elective courses, with homework assignments, projects and individualized lessons for the other three days of the academic week. PCA endeavors to offer the high school courses required for graduation on-site as well as many electives.

PCA is a Western Association of Schools and Colleges (WASC) accredited charter school that believes in continuous improvement for the well-being of our students' progress. Elementary students have the option of language arts, math, history, and science core and remediation sessions offered two days per week on alternate days for high school students. Enrichment classes are offered one day per week and include diverse offerings such as science, writing, history, art, ceramics, LEGO Creative Design, American Sign Language, Theater, Digital Media and Robotics. Remediation and intervention are also a focus for PCA, especially in mathematics and language arts.

We utilize multimeasure assessments to measure student progress and growth. Benchmark assessment and Response to Intervention (RTI) continue to be a major focus for PCA as we strive to help students succeed and move forward on their educational journey. PCA has developed a blended model. Teachers meet with their students at least twice within a 35-day learning period cycle. This provides face-to-face meeting time every two to three weeks vs. every four weeks. During these meetings, teachers provide additional tutoring to students, assess students and ensure that work completion is occurring. A teacher may determine that a student needs additional help or support, and may schedule meetings with a student on a weekly or biweekly basis.

PCA maintains its NCAA sports eligibility status. This will enhance our student athletes' ability to earn college sports scholarships. PCA maintains and improves the quality of its website to make it more user-friendly, Americans with Disabilities Act (ADA) compliant and informative. Parent and student portals, connected to our student information system (SIS), allow parents and students to access assignments and grades for on-site classes, which are kept up-to-date on a weekly basis. This feature has been especially helpful when students are unable to attend class, so they don't fall behind on their schoolwork. PCA is an independent study homeschool program.

Acellus coursework is also very helpful to our students and families. The PCA survey for parents and high school students will be online for ease of participation as well as compiling data for improving our school. PCA offers core instruction in language arts, history, math and science for all grade levels. Kindergarteners have the option of a combination language arts, math and science class for a three-hour block of time. Remediation and intervention classes will be developed and improved with more curriculum offerings to help struggling students achieve academic progress. PCA continues to develop A-G offerings. PCA serves a broad spectrum of students, from traditional homeschool families to others who have become lost in overcrowded site-based programs. PCA strives to meet the needs of all students with a personalized education, from those with learning challenges to those who are gifted and want to move forward at their own pace. PCA works in partnership with parents and students to craft the most meaningful education experience possible. PCA also offers concurrent enrollment in college courses, which offers students a dual enrollment option. PCA is a warm and friendly school with dedicated and caring teachers and staff. Our resource center is well-equipped with a wide array of resources to ensure every child can succeed to his or her fullest potential. Phoenix Charter Academy is a Personalized Innovative Educational Organization.

Parental Involvement

We have an active group of parents, students and staff members who participate in planning school events. We continue to revise our advisory council to enhance parent involvement. We hold monthly meetings that are open to the public. We review and discuss school policies, LCAP Criteria, safety issues, activities for students, on-site offerings, Community Partnership services, curriculum choices, assessments and successful student learning. We provide child care for our families to attend our Advisory Council meetings. For more information on how to become involved, contact the administrative assistant, Patty Kelly, at (530) 222-9275.



School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

Mission Statement

Phoenix Charter Academy's mission is to provide a variety of innovative teaching methods and opportunities to improve student learning through programs aligned to the individual needs of each student using a personalized learning model.

Vision Statement

The vision of Phoenix Charter Academy is to become the premier school of choice by empowering our students to become self-motivated, competent, and lifelong learners equipped with the academic and vocational skills necessary for success in a rapidly changing world.

Governing Board

Patrick Keener, president

Patricia Dougherty, CEO/executive director

Timothy Baugh, parent

Kyle Knickerbocker, community member

Pamela Knickerbocker, community member

Justin Spears, parent

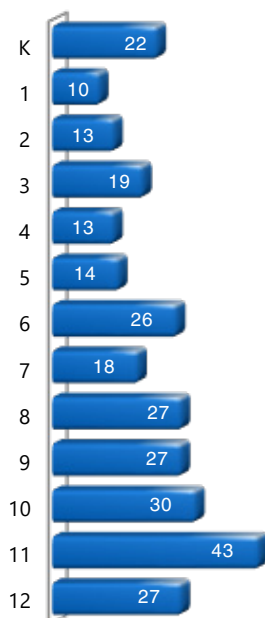
Phoenix Charter Academy provides a voluntary public education choice for families who want to educate their children in a rigorous blended learning program that is personalized and built to fit their individual child's needs. PCA provides educational options to serve the learning and developmental needs of individual students and their families who seek choices and greater involvement in the education of their children. Highly qualified teachers work together with students and their parents to assess student needs, interests and learning styles. We work together to plan thoroughly for academic excellence through a combination of program choices that can include CTE courses, independent study, enrichment classes, concurrent enrollment with college courses, site-based core instruction, online curriculum, science labs and many other learning opportunities. All students have access to PCA's robust on-site curriculum library, and other community-based instructional opportunities.



Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2018-19 school year.

2018-19 Enrollment by Grade

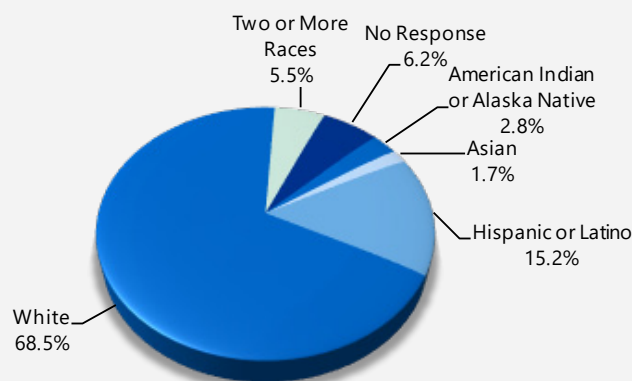


Enrollment by Student Group

The total enrollment at the school was 289 students for the 2018-19 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

2018-19 School Year



Socioeconomically disadvantaged	56.40%
English learners	0.00%
Students with disabilities	3.50%
Foster youth	0.30%
Homeless	0.00%

Class Size Distribution

Phoenix Charter Academy provides small-group instruction in a well-lit and maintained resource center space with credentialed instructors. Our average instructional group remains far below 20.

Professional Development

PCA's staff members participate in two days of professional development each year in early August before school starts. We also schedule monthly professional development throughout the school year, which is designed to accommodate our scheduled monthly staff meetings. There are presentations and discussions covering a wide range of topics of interest to educators, including but not exclusive to new curriculum adoptions, Local Control and Accountability Plan (LCAP) development, testing, WASC accreditation, and remediation programs. Some of the topics covered include the following: comparing curriculum options, best practices in instruction and assessment, remediation needs and intervention strategies, monthly paperwork requirements for documenting student work and progress, updates to School Pathways, technology, benchmark assessment results, extracurricular programs, tutoring, school climate, and student discipline.

Professional development is especially important for newly hired teachers to learn the unique demands required of PCA's teaching staff. Several teachers serve as mentors to new teachers, meeting with them on a regular basis to support them in learning PCA's academic protocols. Newly credentialed teachers also participate in the Teacher Induction Program (TIP) through the El Dorado County Charter School SELPA. A highly qualified veteran teacher is the support provider for our beginning teachers in the TIP process. PCA supports the monetary commitment for this program. Teachers attend workshops and conferences as the need and opportunity arises. An important focus of professional development has been teacher training to meet Common Core State Standards, especially in mathematics and language arts. There has been training on the new science and history adoptions as well as several online programs, such as i-ready, Rosetta Stone and Edgenuity. PCA works with teachers on curriculum selection, providing them with up-to-date curricular information and obtaining samples for teachers to peruse and pilot within their classroom instructional times and with the independent study students.

Mondays at PCA are not on-site instructional days. They are reserved for weekly administrative meetings and monthly all-staff meetings, as well as for teachers to plan assignments, meet with students and colleagues and complete paperwork and monthly student records, which are a significant aspect of a non-site-based program where attendance is based on work completion rather than seat time. Monthly staff meetings are conducted in a workshop format to monitor student achievement, check assessment data and develop further curriculum opportunities for PCA's students. PCA has one day each month dedicated to staff and professional development.

Professional Development Days

Three-Year Data

	2017-18	2018-19	2019-20
Number of school days dedicated to staff development and continuous improvement	10	10	10



CAASPP Test Results in Science for All Students (grades 5, 8 and high school)

The California Science Test (CAST) was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Percentage of Students Scoring at Proficient or Advanced					Two-Year Data	
	Phoenix Charter		Whitmore Union ESD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
Science	✧	✧	✧	✧	✧	✧

CAASPP Test Results in ELA and Mathematics for All Students (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts (ELA)/literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
	Phoenix Charter		Whitmore Union ESD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
English language arts/literacy	70%	63%	62%	60%	50%	51%
Mathematics	45%	46%	34%	36%	38%	40%

California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

California Physical Fitness Test		2018-19 School Year		
Percentage of Students Meeting Fitness Standards		Phoenix Charter		
		Grade 5	Grade 7	Grade 9
Four of six standards		7.1%	0.0%	7.1%
Five of six standards		21.4%	36.4%	42.9%
Six of six standards		50.0%	54.5%	46.4%

✧ Not applicable.

California Assessment of Student Performance and Progress (CAASPP)

For the 2018–19 school year, the CAASPP consists of several key components, including:

California Alternate Assessments (CAA) test includes both ELA/literacy and mathematics in grades 3–8 and 11. The CAA is given to those students with the most significant cognitive disabilities whose current individualized education program (IEP) designates an alternate assessment.

Smarter Balanced Assessments include ELA/literacy and mathematics in grades 3–8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.



CAASPP by Student Group: English Language Arts and Mathematics

The table on the following page displays the percentage of students that met or exceeded state standards in English language arts/literacy and mathematics for the school by student groups for grades 3–8 and 11.

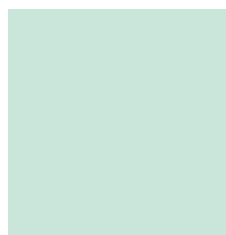
The "percentage met or exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAA divided by the total number of students who participated in both assessments.

Note: The number of students tested includes all students who participated in the test whether they received a score or not. However, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Results by Student Group: English Language Arts (grades 3-8 and 11)

Percentage of Students Meeting or Exceeding State Standards					2018-19 School Year
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	165	157	95.15%	4.85%	63.06%
Male	67	66	98.51%	1.49%	56.06%
Female	98	91	92.86%	7.14%	68.13%
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	27	27	100.00%	0.00%	66.67%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	110	104	94.55%	5.45%	61.54%
Two or more races	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	98	98	100.00%	0.00%	64.29%
English learners	❖	❖	❖	❖	❖
Students with disabilities	❖	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

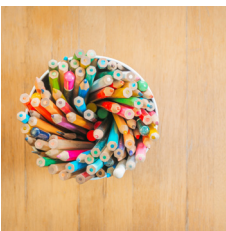
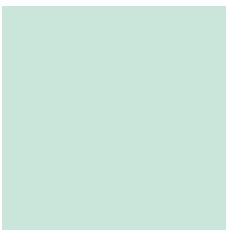




CAASPP Results by Student Group: Mathematics (grades 3-8 and 11)

Percentage of Students Meeting or Exceeding State Standards					2018-19 School Year
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	165	157	95.15%	4.85%	45.86%
Male	67	66	98.51%	1.49%	42.42%
Female	98	91	92.86%	7.14%	48.35%
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	27	27	100.00%	0.00%	55.56%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	110	104	94.55%	5.45%	42.31%
Two or more races	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	98	98	100.00%	0.00%	41.84%
English learners	❖	❖	❖	❖	❖
Students with disabilities	❖	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.



Career Technical Education Participation

This table displays information about participation in the school's Career Technical Education (CTE) programs.

Career Technical Education Data	
Phoenix Charter	
2018-19 Participation	
Number of pupils participating in a CTE program	70
Percentage of pupils who completed a CTE program and earned a high school diploma	5%
Percentage of CTE courses that are sequenced or articulated between a school and institutions of postsecondary education	0%

Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates			
Phoenix Charter			
	16-17	17-18	18-19
Suspension rates	⌘	0.0%	0.0%
Expulsion rates	⌘	0.0%	0.0%
Whitmore Union ESD			
	16-17	17-18	18-19
Suspension rates	0.0%	0.0%	0.0%
Expulsion rates	0.0%	0.0%	0.0%
California			
	16-17	17-18	18-19
Suspension rates	3.6%	3.5%	3.5%
Expulsion rates	0.1%	0.1%	0.1%

Career Technical Education Programs

In order to prepare students for the workforce, PCA has instituted several Career Technical Education (CTE) courses to ensure students will be successful in their chosen career path. The PCA resource center offers a one semester career class and one semester health class. We also offer creative life skills classes and workability. Many of our students use concurrent enrollment to complete CTE requirements through local community colleges. Shasta College offers Automotive, Agriculture, Business, Computer Information Systems, Construction, Diesel, Equipment Operations and Maintenance, Horticulture, Industrial Technology, Administration of Justice, Office Administration, Water Treatment Technology, Welding, Natural Resources, and Fire Technology certificate programs. Several students have enrolled in and completed the Cosmetology ROP. These classes help students fulfill elective credits, which are graduation requirements. At the end of the semester, the local colleges and ROP provide grades. Students are also required to meet with their TOR every two to three weeks to evaluate coursework and ensure the student is making necessary progress and fulfilling attendance requirements.

Graduation and Dropout Rates

This table displays the graduation and dropout rates for the most recent three-year period for which data is available. The four-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class. From the beginning of grade 9 (or the earliest high school grade), students who are entering that grade for the first time form a cohort that is "adjusted" by adding any students who subsequently transfer into the cohort and subtracting any students who subsequently transfer out. For more information, please visit <http://dq.cde.ca.gov/dataquest>.

Graduation and Dropout Rates				Three-Year Data		
	Graduation Rate			Dropout Rate		
	15-16	16-17	17-18	15-16	16-17	17-18
Phoenix Charter	⌘	⌘	100.00%	⌘	⌘	0.00%
Whitmore Union ESD	❖	75.00%	93.90%	❖	12.50%	6.10%
California	83.80%	82.70%	83.00%	9.70%	9.10%	9.60%

Courses for University of California (UC) and/or California State University (CSU) Admission

The table displays two measures related to the school's courses that are required for University of California and California State University admission for the most recent year for which data is available. For more detailed information, visit <http://dq.cde.ca.gov/dataquest>. For general admissions requirements, please visit the UC Admissions Information web page at <http://admission.universityofcalifornia.edu>. For admission, application and fee information, see the CSU web page at www.calstate.edu/admission/admission.shtml.

UC/CSU Admission	2017-18 and 2018-19 School Years
Phoenix Charter	
Percentage of students enrolled in courses required for UC/CSU admission in 2018-19	42.36%
Percentage of graduates who completed all courses required for UC/CSU admission in 2017-18	6.52%

⌘ The school first opened in the 2017-18 school year. Therefore no data is available.

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.



Textbooks and Instructional Materials

Our charter school was planned and implemented on a personalized learning model. Given this philosophy, we have a rather extensive library. Our curriculum library has most of the current state-adopted materials, supplemental materials, remediation curriculum and intervention curriculum, as well as enrichment materials for our students. We also have a lending library with print, audiovisual, and other resources available for student and family research as well as recreational reading and viewing. For ordering materials, we use an online system. This ordering system is an efficient means for our staff members to order curricula for our students. Our curriculum is ordered based on our students' needs. All textbooks and nonconsumable resources are loaned to the student and must be returned at the end of each school year, semester or as specified in school policies. As curriculum is purchased, nonconsumable items are catalogued into Follett Destiny, which allows us to track our resources and serves as our library catalog. Our goal is to continue to order curricula, which enhances the availability of current research-based materials for our students to check out. For site class adoptions, a committee of subject area teachers in grades K-12 is formed and these teachers utilize sample curriculum from publishers in their classes. Our school librarian facilitates the proceedings and supplies the materials to be evaluated. Using the input of the director and teaching staff, the final decision on the chosen textbooks is made by the school librarian. The California Department of Education's list of current adoptions is utilized in selecting publishers to request samples from. The director and librarian attend local area curriculum workshops provided by the county office of education to help narrow down curriculum under consideration. For our online curriculum adoption, several staff members attend information meetings, webinars and perform site visits in order to make informed decisions.

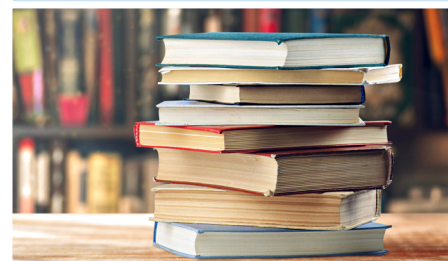
Textbooks and Instructional Materials List			2019-20 School Year
Subject	Textbook	Adopted	
English language arts	<i>Treasures</i> , Macmillan/McGraw-Hill (K-5)	2010	
English language arts	<i>Literature: California Treasures</i> , Glencoe (6-12)	2009	
English language arts	<i>Wonders</i> , McGraw-Hill (K-5)	2017	
English language arts	<i>StudySync</i> , McGraw-Hill (6-12)	2017	
English language arts	<i>Language Arts</i> , Acellus (K-6)	2017	
English language arts	<i>English I, II, III, IV</i> ; Acellus (9-12)	2017	
Mathematics	<i>My Math</i> , McGraw-Hill (K-5)	2015	
Mathematics	<i>Core Connections</i> , Course 1, Course 2, Course 3; CPM (6-8)	2008	
Mathematics	<i>Core Connections: Integrated I</i> , CPM	2015	
Mathematics	<i>Core Connections: Integrated II</i> , CPM	2015	
Mathematics	<i>Core Connections: Integrated III</i> , CPM	2015	
Mathematics	<i>Precalculus</i> , McGraw-Hill	2008	
Mathematics	<i>Integrated Mathematics I, II, III</i> ; Acellus (9-12)	2017	
Mathematics	<i>Mathematics K-8</i> , Acellus (K-8)	2017	
Science	<i>Science Dimensions</i> , HMHCO (K-12)	2020	
Science	<i>California Inspire Science</i> , McGraw-Hill (K-12)	2020	
Science	<i>Earth Science: Geology, the Environment, and the Universe</i> ; Glencoe/McGraw-Hill (9)	2013	
Science	Acellus Science (K-5)	2017	
Science	Acellus, Biology (9-12)	2017	
Science	Acellus, Earth Science (6)	2017	
Science	Acellus, Physical Science (8)	2017	

Continued on page 10

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject	
2019-20 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%
Science laboratory equipment	0%



Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks	
2019-20 School Year	
Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

School Facilities

PCA is located at 2195 Larkspur Lane, Suite 100. We lease the first floor of the Larkspur Center. Our administrative and special education offices, along with all of our classrooms are on the first floor. We occupy approximately 27,000 square feet of space for our Learning/Resource Center. Within our facility, we have our curriculum and lending library, which is open and available to both staff and families. Our site includes rooms for on-site instruction, computer labs, teacher work areas, meeting rooms, and tutoring space. The Learning Center is inviting, well-lit and has adequate space for activities. Each instructional room is configured with numerous internal windows adding to the natural light and the ability to supervise students. A professional cleaning person cleans our facility nightly. We also have a well-lit, clean, landscaped parking lot with adequate parking spaces. We offer a user-friendly, family oriented environment for our students and their family members. Our school maintains a closed campus for all students. Students attend instruction on-site and must remain in the building (unless there is outdoor supervision) until their parents come in to pick them up. PCA has a student and staff check-in system and uses an ID scanner to facilitate this process. Our automated check-in system enhances student and staff safety. All instructional rooms have computers to keep daily class attendance and phones for direct and immediate communication. Other safety measures we have in place are security cameras and window blinds. We also rely upon the staff and the security guard to make sure students are safe and accounted for. We are an independent, direct-funded charter school. The district or Shasta County Office of Education (SCO) is not responsible for any of our building maintenance or repair costs. We hold a renewable lease on our resource center facility.

Textbooks and Instructional Materials - *Continued from page 9*

Textbooks and Instructional Materials List		2019-20 School Year
Subject	Textbook	Adopted
Science	Acellus, Life Science (7)	2017
History-Social Science	<i>Social Studies Weekly</i> , <i>Studies Weekly</i> (K-3)	2019
History-Social Science	<i>Impact California Social Studies</i> , McGraw-Hill (4-12)	2019
History-Social Science	<i>World History; World History and Geography in Modern Times</i> ; Glencoe (9-10)	2014
History-Social Science	Acellus, Economics (12)	2017
History-Social Science	Acellus, American Government (12)	2017
History-Social Science	Acellus, World History Plus (10)	2017
History-Social Science	Acellus, US History (11)	2017

Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the internet at libraries and public locations is generally provided on first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor. At the time of this school facility inspection, no deficiencies were found.

School Facility Good Repair Status		2019-20 School Year
Items Inspected	Repair Status	
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good	
Interior: Interior surfaces (floors, ceilings, walls and window casings)	Good	
Cleanliness: Pest/vermin control, overall cleanliness	Good	
Electrical: Electrical systems	Good	
Restrooms/fountains: Restrooms, sinks and drinking fountains	Good	
Safety: Fire safety, emergency systems, hazardous materials	Good	
Structural: Structural condition, roofs	Good	
External: Windows/doors/gates/fences, playgrounds/school grounds	Good	
Overall summary of facility conditions	Good	
Date of the most recent school site inspection	8/18/2019	
Date of the most recent completion of the inspection form	8/18/2019	





Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov.

Teacher Credential Information	Three-Year Data			
	Whitmore Union ESD	Phoenix Charter		
Teachers	19-20	17-18	18-19	19-20
With a full credential	◇	15	13	18
Without a full credential	◇	0	0	0
Teaching outside subject area of competence (with full credential)	◇	2	2	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note that total teacher misassignments includes the number of teacher misassignments of English learners.

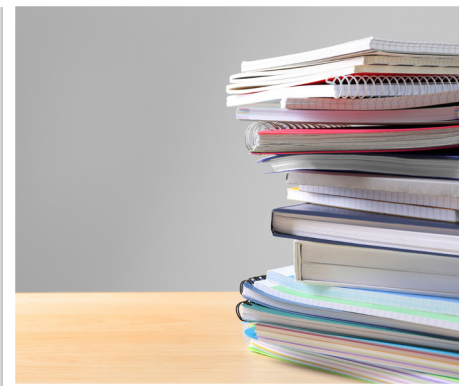
Teacher Misassignments and Vacant Teacher Positions	Three-Year Data		
	Phoenix Charter		
Teachers	17-18	18-19	19-20
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	0	0	0

School Safety

PCA's school facilities are leased from a private entity, which is responsive in keeping the property in good repair. Our students are housed in a safe and secure environment. The head of maintenance completes a monthly safety inspection and reports any concerns to the executive director. The Advisory Council, Governance Board and legal team have developed a Student and Parent Handbook to communicate expectations of student conduct and policies to ensure student safety. Our facility includes security cameras as well as window blinds on the classroom windows. The school safety plan development will be reviewed and discussed with the school staff, parents and students in Advisory Council meetings. Key elements of the plan under discussion include safety drills, crisis intervention, response to natural disasters and the safety of all our students. One of the ongoing safety issues relates to students being dropped off for school in the morning. Staff members monitor the parking lot to make certain that drivers are pulling into parking spaces rather than blocking traffic in front of the doorway. Parents are expected to park and walk their elementary-age children into the building. Students are also expected to stay in the building or be with a staff member outside in the afternoon until their parents come to pick them up. PCA is a closed campus, so students do not leave during lunchtimes due to safety concerns. We also have a full-time security guard to monitor the school and students during school hours. The school safety plan was last reviewed, updated and discussed with the school faculty in August 2019.

◇ Information is not available at this time.

◇ Not applicable.



Advanced Placement Courses

No information is available for Phoenix Charter Academy regarding Advanced Placement (AP) courses offered.

Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff Data	
2018-19 School Year	
	Ratio
Academic counselors	◇
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	0.00
Library media teacher (librarian)	1.00
Library media services staff (paraprofessional)	1.00
Psychologist	0.50
Social worker	0.00
Nurse	0.50
Speech/language/hearing specialist	1.00
Resource specialist (nonteaching)	0.75

Types of Services Funded

Phoenix Charter Academy utilizes Title I funds to enhance the broader educational program. We have instituted remedial labs and designated tutoring times for better student outcomes. In analyzing our CAASPP scores for the 2017-18 and 2018-19 school year, we discovered that the achievement gap in math starts to widen in 8th grade and this trend continues into high school. Title I funds allocated to additional tutoring and labs will support efforts to improve performance of low-income students and other students not meeting standards in math. Additionally, for the 2018-19 and 2019-20 school year, we are beginning a CTE transition program that will focus on creating a future of possibilities for education or the workforce. This will have practical applications such as budgeting, resume writing, and job skills. We will create partnerships with both trade schools and community businesses to provide internships and training to our students. Lastly, we will be providing workshops to encourage parent and family engagement. These workshops will provide educational and organizational activities for parents to help and encourage them with their homeschooling endeavors. These workshops will enhance their children's successful homeschool experience.

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2017-18 Fiscal Year	
Total expenditures per pupil	\$10,380
Expenditures per pupil from restricted sources	\$8,657
Expenditures per pupil from unrestricted sources	\$1,723
Annual average teacher salary	\$64,000

Financial Data

The financial data displayed in this SARC is from the 2017-18 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

Salary Data		2017-18 Fiscal Year
	Whitmore Union ESD	Similar Sized District
Beginning teacher salary	◇	\$45,252
Midrange teacher salary	◇	\$65,210
Highest teacher salary	◇	\$84,472
Average elementary school principal salary	◇	\$107,614
Average middle school principal salary	◇	\$112,242
Superintendent salary	◇	\$124,686
Teacher salaries: percentage of budget	24%	31%
Administrative salaries: percentage of budget	4%	7%

Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		2017-18 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Phoenix Charter	\$8,657	\$64,000
Whitmore Union ESD	\$15,404	\$46,099
California	\$7,507	\$64,941
School and district: percentage difference	-43.8%	+38.8%
School and California: percentage difference	+15.3%	-1.4%

◇ Information is not available at this time.

Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://dq.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1.

All data accurate as of December 2019.

School Accountability Report Card

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