

# Phoenix Charter Academy College View

Sponsored by Columbia Elementary School District



**SARC**  
2021-22

School Accountability  
Report Card  
Published in 2022-23

# Phoenix Charter Academy College View

Grades K-12  
CDS Code 45-69948-0141580

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## Executive Director’s Message

As a K-12 personalized Innovative Educational charter school sponsored by Columbia Elementary School District, Phoenix Charter Academy College View (PCACV) 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 PCACV’s on-site school/instructional site. Our PCACV school site has allowed us to develop four-day-a-week instruction, a blended hybrid Model and many options to build a rigorous program with a powerful mix of Career Technical Education (CTE) courses, blended and on-site core and enrichment as well as remediation and intervention courses, available for students.

PCACV 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, PCACV 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. PCACV 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).

PCACV, as our own local education agency (LEA), is a member of the El Dorado County Special Education Charter Special Education Local Plan Area (SELPA). 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, repetitious instruction in core, remediation and elective courses, with homework assignments, projects and individualized lessons for the other three days of the academic week. PCACV endeavors to offer the high school courses required for graduation on-site as well as many electives.

PCACV 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 four days per week and include diverse offerings such as science, writing, history, art, ceramics, Digital Media and Robotics. Remediation and intervention are also a focus for PCACV, especially in mathematics and language arts.

We utilize multi-measure assessments to measure student progress and growth. Benchmark assessment and Response to Intervention (RTI) continue to be a major focus for PCACV as we strive to help students succeed and move forward on their educational journey. PCACV has developed an onsite and hybrid blended model. Teachers meet with their students daily depending on program choice and at least twice within a 35-day learning period cycle. This provides face-to-face meeting time every two to three weeks for I.S. students. 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. Tutoring and remediation is also offered daily.

PCACV has developed a robust weekly tutoring schedule, which exceeds the legal requirements for daily/weekly synchronous instruction for all pupils throughout the school year. This includes live streaming, daily classroom direct instruction as well as daily tutoring instruction, via small group, telephone, or internet in one on one communication with students. We have also added onsite direct instruction.

PCACV maintains its NCAA sports eligibility status. This will enhance our student athletes’ ability to earn college sports scholarships. PCACV 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. PCACV is an independent study/site-based, hybrid homeschool program, and also offers onsite classes and hybrid options.

Acellus coursework is also very helpful to our students and families. The PCACV survey for parents and high school students will be online for ease of participation as well as compiling data for improving our school. PCACV 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 four-hour block of time. Remediation and intervention classes have been developed and improved with more curriculum offerings to help struggling students achieve academic progress. PCACV continues to develop A-G offerings. PCACV serves a broad spectrum of students, from traditional homeschool families to others who have become lost in some overcrowded site-based programs. PCACV 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. PCACV works in partnership with parents and students to craft the most meaningful education experience possible. PCACV also offers concurrent enrollment in college courses, which offers students a dual enrollment option. PCACV is a warm and friendly school with dedicated and caring teachers and staff. Our school site is well-equipped with a wide array of resources to ensure every child can succeed to his or her fullest potential. Phoenix Charter Academy College View is a Personalized Innovative Educational Organization.



## 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 College View’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 hybrid learning model. Including onsite direct instruction and independent study.

## Vision Statement

The vision of Phoenix Charter Academy College View 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. We want them to build strong relationships and positive friendships in their educational experience with us.

## Governing Board

- Patrick Keener, *President*
- Patricia Dougherty, *CEO/Executive Director*
- Rod Menezes, *Parent*
- Kyle Knickerbocker, *Community Member*
- Pamela Knickerbocker, *Community Member*

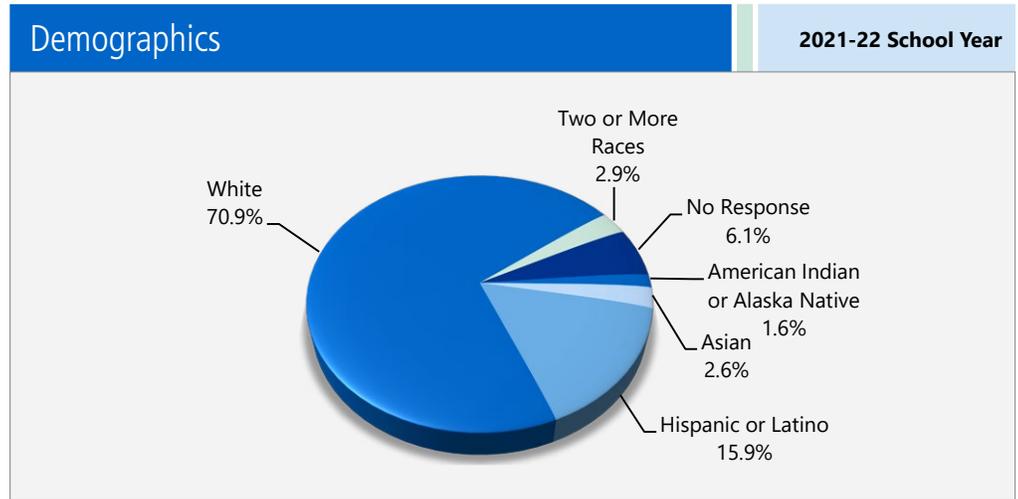
## Enrollment by Student Group

Demographics	
2021-22 School Year	
Female	⌘
Male	⌘
Non-Binary	⌘
English learners	⌘
Foster youth	⌘
Homeless	⌘
Migrant	⌘
Socioeconomically Disadvantaged	⌘
Students with Disabilities	⌘

⌘ The school first opened in the 2022-23 school year. Therefore, no data is available.

## Enrollment by Student Group

The total enrollment at the school was 309 students for the 2021-22 school year. The pie chart displays the percentage of students enrolled in each group.



## Class Size Distribution

Phoenix Charter Academy College View provides small-group instruction in a well-lit and maintained school site with credentialed instructors. Our average instructional group remains far below 20.

## Professional Development

PCACV'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, virtual instruction using Google classroom, Zoom meetings rooms for small group and virtual tutoring, extracurricular programs, tutoring, school climate and student discipline.

Professional development is especially important for newly hired teachers to learn the unique demands required of PCACV's teaching staff. Several teachers serve as mentors to new teachers, meeting with them on a regular basis to support them in learning PCACV'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. PCACV 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, IXL and Ingenuity. PCACV 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 PCACV 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 PCACV's students. PCACV has one day each month dedicated to staff and professional development.

Professional Development Days	Three-Year Data		
	2020-21	2021-22	2022-23
Number of school days dedicated to staff development and continuous improvement	12	12	12



Phoenix Charter Academy College View 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. PCACV 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. Staff and families work together to plan thoroughly for academic excellence through a combination of program choices that can include direct onsite instruction four days per week, 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 PCACV's robust on-site curriculum library, and other community-based instructional opportunities.



### Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates collected between July through June, each full school year respectively.

Suspensions and Expulsions					Two-Year Data	
	Phoenix Charter		Columbia ESD		California	
	20-21	21-22	20-21	21-22	20-21	21-22
<b>Suspension rates</b>	0.0%	⌘	0.6%	1.0%	0.2%	3.4%
<b>Expulsion rates</b>	0.0%	⌘	0.0%	0.0%	0.0%	0.1%

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

This table shows the school, district, and state suspension and expulsion rates collected between July through February, partial school year due to the COVID-19 pandemic.

Suspensions and Expulsions				2019-20 School Year
	Phoenix Charter		Columbia ESD	California
	19-20		19-20	19-20
<b>Suspension rates</b>	0.0%		1.0%	2.50%
<b>Expulsion rates</b>	0.0%		0.0%	0.10%

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–20 school year compared to other school years.

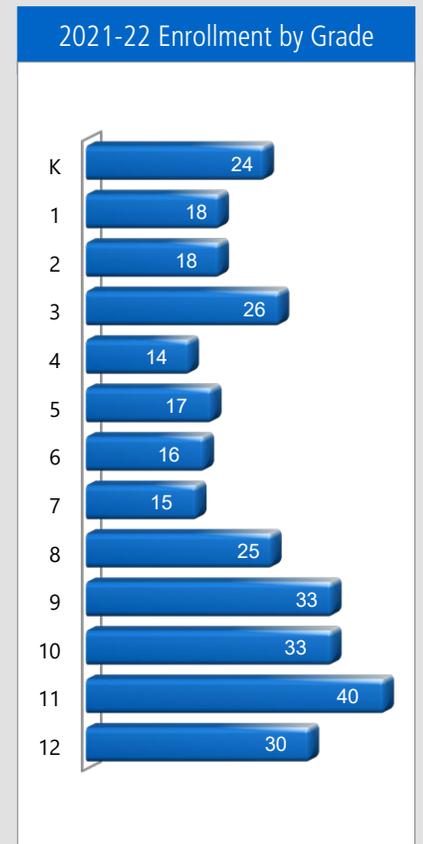
### Suspensions and Expulsions by Student Group

Suspensions and Expulsions by Student Group			2021-22 School Year
Student Group	Suspensions Rate	Expulsions Rate	
All Students	⌘	⌘	
Female	⌘	⌘	
Male	⌘	⌘	
Non-Binary	⌘	⌘	
American Indian or Alaska Native	⌘	⌘	
Asian	⌘	⌘	
Black or African American	⌘	⌘	
Filipino	⌘	⌘	
Hispanic or Latino	⌘	⌘	
Native Hawaiian or Pacific Islander	⌘	⌘	
Two or More Races	⌘	⌘	
White	⌘	⌘	
English Learners	⌘	⌘	
Foster Youth	⌘	⌘	
Homeless	⌘	⌘	
Socioeconomically Disadvantaged	⌘	⌘	
Students Receiving Migrant Education Services	⌘	⌘	
Students with Disabilities	⌘	⌘	

⌘ The school first opened in the 2022-23 school year. Therefore, no data is available.

### Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2020-21 school year.



### 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 student/parent surveys, WASC, 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.

## Career Technical Education Programs

In order to prepare students for the workforce, PCACV has instituted several Career Technical Education (CTE) courses to ensure students will be successful in their chosen career path. The PCACV 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.

## 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	
2021-22 Participation	
Number of pupils participating in a CTE program	58
Percentage of pupils who completed a CTE program and earned a high school diploma	13%
Percentage of CTE courses that are sequenced or articulated between a school and institutions of postsecondary education	0%

## 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. Due to changes to the 2021–22 PFT administration, only participation results are required for the five fitness areas.

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 participating in each of the five fitness components for the most recent testing period. For more detailed information on the California PFT, please visit [www.cde.ca.gov/ta/tg/pf](http://www.cde.ca.gov/ta/tg/pf).

California Physical Fitness Test					2021-22 School Year
Percentage of Students Participating In Each Of The Five Fitness Components					
Grade	Component 1:	Component 2:	Component 3:	Component 4:	Component 5:
	Aerobic Capacity	Abdominal Strength and Endurance	Trunk Extensor and Strength and Flexibility	Upper Body Strength and Endurance	Flexibility
5	100%	100%	100%	100%	100%
7	87%	93%	93%	93%	93%
9	71%	73%	73%	73%	73%

## Chronic Absenteeism by Student Group

Chronic Absenteeism by Student Group				2021-22 School Year
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	⌘	⌘	⌘	⌘
Female	⌘	⌘	⌘	⌘
Male	⌘	⌘	⌘	⌘
American Indian or Alaska Native	⌘	⌘	⌘	⌘
Asian	⌘	⌘	⌘	⌘
Black or African American	⌘	⌘	⌘	⌘
Filipino	⌘	⌘	⌘	⌘
Hispanic or Latino	⌘	⌘	⌘	⌘
Native Hawaiian or Pacific Islander	⌘	⌘	⌘	⌘
Two or More Races	⌘	⌘	⌘	⌘
White	⌘	⌘	⌘	⌘
English Learners	⌘	⌘	⌘	⌘
Foster Youth	⌘	⌘	⌘	⌘
Homeless	⌘	⌘	⌘	⌘
Socioeconomically Disadvantaged	⌘	⌘	⌘	⌘
Students Receiving Migrant Education Services	⌘	⌘	⌘	⌘
Students with Disabilities	⌘	⌘	⌘	⌘

⌘ The school first opened in the 2022-23 school year. Therefore, no data is available.



## SARC Reporting in the 2020–21 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

## Options

The CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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

The table below shows the percent of students meeting or exceeding the State standard on the CAASPP – California Science Test (CAST) and the California Alternate Assessment for Science (CAA for Science) for grades 5, 8, and once in high school (i.e., grade 10, 11 or 12).

Percentage of Students Meeting or Exceeding State Standard					Two-Year Data	
Subject	Phoenix Charter		Columbia ESD		California	
	20-21	21-22	20-21	21-22	20-21	21-22
Science	37.23%	⌘	42.00%	28.39%	28.50%	29.47%

## CAASPP Test Results in ELA and Mathematics for All Students

The table below shows the percent of students meeting or exceeding the State standards on the California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Summative Assessments and California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics for grades 3-8 and 11.

Percentage of Students Meeting or Exceeding State Standard					Two-Year Data	
Subject	Phoenix Charter		Columbia ESD		California	
	20-21	21-22	20-21	21-22	20-21	21-22
English language arts/literacy	*	69%	*	49%	*	47%
Mathematics	*	54%	*	38%	*	33%

⌘ The school first opened in the 2022-23 school year. Therefore, no data is available.

\* Data for 2020–21 are not comparable to other year data due to the COVID-19 pandemic during the 2020–21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020–21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020–21 school year to other school years.

## Statewide Assessments

**Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).



## CAASPP by Student Group: Science, English Language Arts and Mathematics

The tables on the following pages display the percentage of students that met or exceeded state standards in science, English language arts/literacy and mathematics for the school by student groups.

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 Test Results by Student Group: Science (grades 5, 8 and high school)

## Percentage of Students Meeting or Exceeding State Standards

2021-22 School Year

Science					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	⌘	⌘	⌘	⌘	⌘
Female	⌘	⌘	⌘	⌘	⌘
Male	⌘	⌘	⌘	⌘	⌘
American Indian or Alaska Native	⌘	⌘	⌘	⌘	⌘
Asian	⌘	⌘	⌘	⌘	⌘
Black or African American	⌘	⌘	⌘	⌘	⌘
Filipino	⌘	⌘	⌘	⌘	⌘
Hispanic or Latino	⌘	⌘	⌘	⌘	⌘
Native Hawaiian or Pacific Islander	⌘	⌘	⌘	⌘	⌘
Two or more races	⌘	⌘	⌘	⌘	⌘
White	⌘	⌘	⌘	⌘	⌘
English Learners	⌘	⌘	⌘	⌘	⌘
Foster Youth	⌘	⌘	⌘	⌘	⌘
Homeless	⌘	⌘	⌘	⌘	⌘
Military	⌘	⌘	⌘	⌘	⌘
Socioeconomically disadvantaged	⌘	⌘	⌘	⌘	⌘
Students receiving Migrant Education services	⌘	⌘	⌘	⌘	⌘
Students with Disabilities	⌘	⌘	⌘	⌘	⌘

⌘ The school first opened in the 2022-23 school year. Therefore, no data is available.





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

Percentage of Students Meeting or Exceeding State Standards					2021-22 School Year
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	⌘	⌘	⌘	⌘	⌘
Female	⌘	⌘	⌘	⌘	⌘
Male	⌘	⌘	⌘	⌘	⌘
American Indian or Alaska Native	⌘	⌘	⌘	⌘	⌘
Asian	⌘	⌘	⌘	⌘	⌘
Black or African American	⌘	⌘	⌘	⌘	⌘
Filipino	⌘	⌘	⌘	⌘	⌘
Hispanic or Latino	⌘	⌘	⌘	⌘	⌘
Native Hawaiian or Pacific Islander	⌘	⌘	⌘	⌘	⌘
Two or more races	⌘	⌘	⌘	⌘	⌘
White	⌘	⌘	⌘	⌘	⌘
English Learners	⌘	⌘	⌘	⌘	⌘
Foster Youth	⌘	⌘	⌘	⌘	⌘
Homeless	⌘	⌘	⌘	⌘	⌘
Military	⌘	⌘	⌘	⌘	⌘
Socioeconomically disadvantaged	⌘	⌘	⌘	⌘	⌘
Students receiving Migrant Education services	⌘	⌘	⌘	⌘	⌘
Students with Disabilities	⌘	⌘	⌘	⌘	⌘

⌘ The school first opened in the 2022-23 school year. Therefore, no data is available.



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

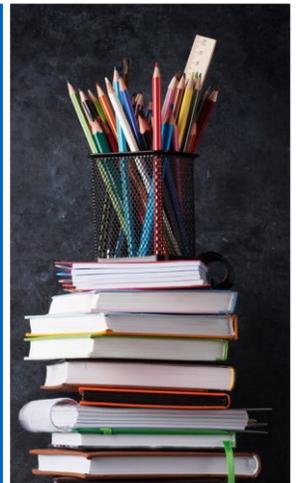
## Percentage of Students Meeting or Exceeding State Standards

2021-22 School Year

## Mathematics

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	⌘	⌘	⌘	⌘	⌘
Female	⌘	⌘	⌘	⌘	⌘
Male	⌘	⌘	⌘	⌘	⌘
American Indian or Alaska Native	⌘	⌘	⌘	⌘	⌘
Asian	⌘	⌘	⌘	⌘	⌘
Black or African American	⌘	⌘	⌘	⌘	⌘
Filipino	⌘	⌘	⌘	⌘	⌘
Hispanic or Latino	⌘	⌘	⌘	⌘	⌘
Native Hawaiian or Pacific Islander	⌘	⌘	⌘	⌘	⌘
Two or more races	⌘	⌘	⌘	⌘	⌘
White	⌘	⌘	⌘	⌘	⌘
English Learners	⌘	⌘	⌘	⌘	⌘
Foster Youth	⌘	⌘	⌘	⌘	⌘
Homeless	⌘	⌘	⌘	⌘	⌘
Military	⌘	⌘	⌘	⌘	⌘
Socioeconomically disadvantaged	⌘	⌘	⌘	⌘	⌘
Students receiving Migrant Education services	⌘	⌘	⌘	⌘	⌘
Students with Disabilities	⌘	⌘	⌘	⌘	⌘

⌘ The school first opened in the 2022-23 school year. Therefore, no data is available.





## 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.

Graduation and Dropout Rates	Three-Year Data					
	Graduation Rate			Dropout Rate		
	19-20	20-21	21-22	19-20	20-21	21-22
<b>Phoenix Charter</b>	95.90%	100.00%	⌘	4.10%	0.00%	⌘
<b>Columbia ESD</b>	92.10%	91.40%	95.90%	5.60%	8.60%	2.00%
<b>California</b>	84.20%	83.60%	87.00%	8.90%	9.40%	7.80%

## Graduation Rate by Student Group (Four-Year Cohort Rate)

Graduation Rate by Student Group	2021-22 School Year		
	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	⌘	⌘	⌘
<b>Female</b>	⌘	⌘	⌘
<b>Male</b>	⌘	⌘	⌘
<b>Non-Binary</b>	⌘	⌘	⌘
<b>American Indian or Alaska Native</b>	⌘	⌘	⌘
<b>Asian</b>	⌘	⌘	⌘
<b>Black or African American</b>	⌘	⌘	⌘
<b>Filipino</b>	⌘	⌘	⌘
<b>Hispanic or Latino</b>	⌘	⌘	⌘
<b>Native Hawaiian or Pacific Islander</b>	⌘	⌘	⌘
<b>Two or More Races</b>	⌘	⌘	⌘
<b>White</b>	⌘	⌘	⌘
<b>English Learners</b>	⌘	⌘	⌘
<b>Foster Youth</b>	⌘	⌘	⌘
<b>Homeless</b>	⌘	⌘	⌘
<b>Socioeconomically Disadvantaged</b>	⌘	⌘	⌘
<b>Students Receiving Migrant Education Services</b>	⌘	⌘	⌘
<b>Students with Disabilities</b>	⌘	⌘	⌘

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

⌘ The school first opened in the 2022-23 school year. Therefore, no data is available.

## Advanced Placement Courses

The following is a list of Advanced Placement (AP) courses offered by subject at the school.

### Advanced Placement Courses

#### 2021-22 School Year

<b>Number of AP courses offered at the school</b>	⌘
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#### Number of AP Courses by Subject

<b>Computer science</b>	⌘
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<b>English</b>	⌘
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<b>Fine and performing arts</b>	⌘
---------------------------------	---

<b>Foreign language</b>	⌘
-------------------------	---

<b>Mathematics</b>	⌘
--------------------	---

<b>Science</b>	⌘
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<b>Social science</b>	⌘
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## 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](http://www.calstate.edu/admission/admission.shtml).

### UC/CSU Admission

#### Phoenix Charter

#### 2020-21 and 2021-22 School Years

<b>Percentage of students enrolled in courses required for UC/CSU admission in 2021-22</b>	⌘
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<b>Percentage of graduates who completed all courses required for UC/CSU admission in 2020-21</b>	⌘
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## 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	
2022-23 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%

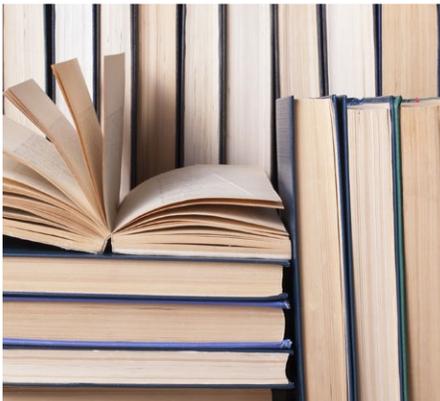
## Textbooks and Instructional Materials

Our charter school was planned and implemented based on a personalized learning hybrid model. Given this philosophy, we have a rather extensive library. Our curriculum library has most of the current state-adopted materials, supplemental materials, remediation 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 purchasing 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 non-consumable 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, non-consumable 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 process and requests a preview of supplies and 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. The director and librarian attend local area curriculum workshops provided by the county office of education to help narrow down choices under consideration. For our online curriculum adoption, several staff members attend informational meetings, webinars and perform site visits in order to make informed decisions. With our grant funds, we are able to provide one Chromebook per family. In Addition, we provide Amazon Kindle Fires to primary Students.

### Textbooks and Instructional Materials List

2022-23 School Year

Subject	Textbook	Adopted
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
Science	Acellus, Life Science (7)	2017
History-Social Science	<i>Social Studies Weekly</i> , Studies Weekly (K-3)	2019
History-Social Science	<i>Impact California Social Studies</i> , McGraw-Hill (4-12)	2019



## California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Continued on page 13



### Textbooks and Instructional Materials, *Continued from page 12*

Textbooks and Instructional Materials List		2022-23 School Year
Subject	Textbook	Adopted
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

### 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		2022-23 School Year
Items Inspected	Repair Status	
<b>Systems:</b> Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good	
<b>Interior:</b> Interior surfaces (floors, ceilings, walls and window casings)	Good	
<b>Cleanliness:</b> Pest/vermin control, overall cleanliness	Good	
<b>Electrical:</b> Electrical systems	Good	
<b>Restrooms/fountains:</b> Restrooms, sinks and drinking fountains	Good	
<b>Safety:</b> Fire safety, emergency systems, hazardous materials	Good	
<b>Structural:</b> Structural condition, roofs	Good	
<b>External:</b> Windows/doors/gates/fences, playgrounds/school grounds	Good	
<b>Overall summary of facility conditions</b>	Good	
<b>Date of the most recent school site inspection</b>	8/19/2022	

### School Safety

PCACV’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. Staff members monitor the parking lot to make certain that drivers are pulling into parking spaces rather than blocking traffic. 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. PCACV is a closed campus, so students do not leave during lunchtimes. 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 2022.



### School Facilities

PCACV is temporarily located at 145 Shasta View Drive, Redding, CA. Our administrative and special education offices, along with all of our classrooms are housed on one site. Our curriculum and lending library, which is open and available to both staff and families is currently housed at 3066 Crossroads Drive, Redding, CA. Our site includes rooms for on-site instruction, 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 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. PCACV has a student and staff check-in system. 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 have several models of instruction at PCACV. We offer direct instruction, a blended model, as well as an independent study model. We are a direct-funded independent, charter school. The district or Shasta County Office of Education (SCOE) is not responsible for any of our building maintenance or repair costs. We hold a renewable lease on our resource center facility, which is a temporary site, as we build our new school.

## Teacher Preparation and Placement

The teacher data displayed in this SARC is from the 2020-21 and the 2021-22 school years. This table displays the number and percent of teacher authorization/assignment as well as the total number and percent of teaching positions at the school, district, and state levels. For questions concerning the assignment of teachers outside their subject area of competence or the credential status of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

Teacher Preparation and Placement					2020-21 School Year	
Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	18	30.8%	59	71.70%	228,366.1	83.1%
<b>Intern Credential Holders Properly Assigned</b>	0.0	0.0%	0	0.00%	4,205.9	1.5%
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	0.0	0.0%	1.9	2.30%	11,216.7	4.1%
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	0.0	0.0%	**	**	12,115.8	4.4%
<b>Unknown</b>	0.0	0.5%	5	6.20%	18,854.3	6.9%
<b>Total Teaching Positions</b>	18	100.0%	82.3	100.00%	274,759.1	100.0%

Teacher Preparation and Placement					2021-22 School Year	
Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	⌘	⌘	**	**	**	**
<b>Intern Credential Holders Properly Assigned</b>	⌘	⌘	**	**	**	**
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	⌘	⌘	**	**	**	**
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	⌘	⌘	**	**	**	**
<b>Unknown</b>	⌘	⌘	**	**	**	**
<b>Total Teaching Positions</b>	⌘	⌘	**	**	**	**

⌘ The school first opened in the 2022-23 school year. Therefore, no data is available.

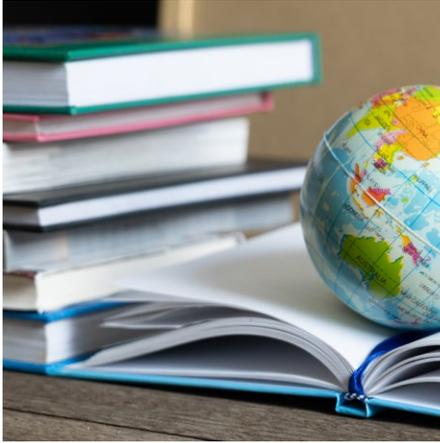
\*\* Data not available from the state at this time.

Note: The data in these tables is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at <https://www.cde.ca.gov/ds/sp/cl/calpadsupdf1ash201.asp>.

For more information on the definitions listed above, refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.





## 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).

Ratio of Pupils to Academic Counselors and School Support Staff Data	
2021-22 School Year	
	Ratio
Pupils to Academic counselors	19:1
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	0.00
Social worker	0.00
Nurse	0.25
Speech/language/hearing specialist	0.50
Resource specialist (nonteaching)	0.50

## Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

This table displays the number of authorization/assignments of teachers as well as the total number of teachers without credentials and misassignments at the school level. For questions concerning the permits, waivers, and misassignment of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

Teachers Without Credentials and Misassignments	Two-Year Data	
Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.0	⌘
Misassignments	0.0	⌘
Vacant Positions	0.0	⌘
<b>Total Teachers Without Credentials and Misassignments</b>	0.0	⌘

⌘ The school first opened in the 2022-23 school year. Therefore, no data is available.

## Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

This table displays the number of teachers and the total out-of-field teachers at the school level.

For more information on the definitions listed above, refer to the California Commission on Teacher Credentialing's Administrator's Assignment Manual at <https://www.ctc.ca.gov/credentials/manuals>.

Credentialed Teachers Assigned Out-of-Field	Two-Year Data	
Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.0	⌘
Local Assignment Options	0.0	⌘
<b>Total Out-of-Field Teachers</b>	0.0	⌘

⌘ The school first opened in the 2022-23 school year. Therefore, no data is available.

## Class Assignments

This table displays the number of teachers and the total out-of-field teachers at the school level.

Misassignment and vacant teacher position data should be available in the district's personnel office.

Class Assignments	Two-Year Data	
Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0%	⌘
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0%	⌘

⌘ The school first opened in the 2022-23 school year. Therefore, no data is available.

## 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 a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at <https://www.cde.ca.gov/ds/sp/cl/calpadsup-dflash201.asp>.

For more information on the definitions listed above, refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## Types of Services Funded

Phoenix Charter Academy College View 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 eighth 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, we have implemented an introduction to CTE program. We are also implementing PCACV's transitions program that will focus on creating a future of possibilities for education to the workforce. The transition program has practical skills such as budgeting, resume writing and job skills. Eventually 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	
2020-21 Fiscal Year	
<b>Total expenditures per pupil</b>	\$10,487
<b>Expenditures per pupil from restricted sources</b>	\$1,896
<b>Expenditures per pupil from unrestricted sources</b>	\$8,591
<b>Annual average teacher salary</b>	\$83,242

## Financial Data

The financial data displayed in this SARC is from the 2020-21 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](http://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](http://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](http://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	2020-21 Fiscal Year	
	Columbia ESD	Similar Sized District
<b>Beginning teacher salary</b>	\$44,381	\$46,844
<b>Midrange teacher salary</b>	\$63,096	\$73,398
<b>Highest teacher salary</b>	\$85,305	\$93,345
<b>Average elementary school principal salary</b>	\$105,744	\$116,457
<b>Average middle school principal salary</b>	\$111,531	\$122,115
<b>Superintendent salary</b>	\$144,020	\$136,296
<b>Teacher salaries: percentage of budget</b>	28%	30%
<b>Administrative salaries: percentage of budget</b>	8%	6%

## 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	2020-21 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
<b>Phoenix Charter</b>	\$8,591	\$83,242
<b>Columbia ESD</b>	◇	◇
<b>California</b>	\$6,594	\$74,053
<b>School and district: percentage difference</b>	◇	◇
<b>School and California: percentage difference</b>	+30.3%	+12.4%

◇ 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 January 2023.

## School Accountability Report Card

PUBLISHED BY:

