REVISED B.3 Management and Operation

B.3.a Roles and Responsibilities for Day-To-Day Operations

Phoenix Collegiate Academy High School campus will be managed similarly to other PCA campuses, slightly adjusting as enrollment growth will require more management and allow for more administrative personnel. All aspects of the management and operation will be heavily supported, monitored, and evaluated by CMO teams.

Table 1: Administrative Staffing Plan and Descriptions

Staff Member	Y1	Y2	Y3	Description of Day-to-Day Responsibilities
Dean of Curriculum	1 FTE	1 FTE	1 FTE	Responsible for all academic aspects of the school. Shares responsibility for operational aspects of the school. Provides support and performance evaluation for all employees at the High School campus
Dean of Culture	1 FTE	1 FTW	1 FTE	Responsible for all cultural aspects of the school. Shares responsibility for operational aspects of the school. Provides support and performance evaluation of all employees at the High School campus.
Operations Manager	1 FTE	1 FTE	1 FTE	Manages receptionist and school-wide operations and logistics. Audits student information data collection procedures and accuracy, directs site NSLP program, ensures building maintenance, and plans school events.
Receptionist	1 FTE	1 FTE	1 FTE	Manages central communication with families, tracks student information, records attendance information and monitors accuracy of data collection.

Table 2: Key Personnel and Required Qualifications

Staff Member	Responsibilities	Qualifications
Dean of Curriculum and Dean of Culture	Responsible for all academic, cultural, and operational aspects of the school. Provides support and performance evaluation for all employees at the elementary campus	• Strong commitment to, belief in, and alignment with school's mission and vision • Experience in leadership and management of both adults and students • Ability to assess data, find trends, and use information to make strategic decisions • Advanced Degree preferred • Knowledge of, or experience in instruction and education management • Experience in budgetary planning, effective allocation of resources, and school operations • Exceptional verbal and written communication skills • Strong organizational skills and ability to multi-task • Ability to approach situations with optimism and perseverance, willingness to take personal responsibility, open to and interested in feedback on performance, eagerness to continue to • improve in effectiveness, and steady determination to pursue excellence regardless of the situation

		• Proficient in Spanish • SEI endorsed • Valid fingerprint clearance card
Operations Manager	Manages receptionist and school-wide operations and logistics. Audits student information data collection procedures and accuracy, directs site NSLP program, ensures building maintenance, and plans school events.	• Strong commitment to, belief in, and alignment with mission and vision of school • Bachelor's Degree required • Three-five years of experience in operations preferred • Proficiency or advanced knowledge in Microsoft Excel and Access • Excellent data management and reporting abilities • Demonstrated ability to multitask effectively and prioritize strategically • Prior leadership roles with demonstrated strong results • Ability to approach situations with optimism and perseverance, willingness to take personal responsibility, open to and interested in feedback on performance, eagerness to continue to • improve in effectiveness, and steady determination to pursue excellence regardless of the • situation • Proficient in Spanish preferred • Valid fingerprint clearance card
Receptionist	Manages central communication with families, tracks student information, records attendance information and monitors accuracy of data collection.	• Strong commitment to, belief in, and alignment with mission and vision of school • College degree preferred but may be substituted for relevant experience • Three or more years of customer service or administrative experience • Spanish fluency • Strong organizational abilities • Detail-oriented • Experience in clear, respectful communication with both adults and children • Preferred experience working in urban settings • Knowledge of office equipment and services including printers, copiers, fax machines, and phones • Familiarity with Microsoft Office, especially Word, Excel, and PowerPoint • Open to feedback, willingness to take personal responsibility

B.3.b Yearly Breakdown

The following table delineates which administrative team member will be responsible for each key functional area of the school.

Table 3: Yearly Breakdown of Duties

Functional Area	Year 1	Year 2	Year 3
Instruction	Dean of Curriculum and Dean of Culture	Dean of Curriculum and Dean of Culture	Dean of Curriculum and Dean of Culture
Curriculum and	Dean of Curriculum	Dean of Curriculum	Dean of Curriculum

Assessment			
Staff Development	Dean of Curriculum and Dean of Culture	Dean of Curriculum and Dean of Culture	Dean of Curriculum and Dean of Culture
Financial Management	Outsourced to CMO	Outsourced to CMO	Outsourced to CMO
Contracted Services	Operations Manager, with support from CMO Operations team	Operations Manager, with support from CMO Operations team	Operations Manager, with support from CMO Operations team
Personnel	Outsourced to CMO	Outsourced to CMO	Outsourced to CMO
Grants Management	Outsourced to CMO	Outsourced to CMO	Outsourced to CMO
Student Accountability Information	Operations Manager, with support from CMO Operations team	Operations Manager, with support from CMO Operations team	Operations Manager, with support from CMO Operations team

B.3.c Sufficient Qualifications and Skills

Instruction –

- Experience creating, monitoring and sustaining a culture of academic excellence through consistent implementation of systems and structures to maximize student learning.
- Ability to delegate as needed.
- Experience with compliance on state-mandated instruction, assessment, and reporting, including requirements for English Language Learners.
- Ability to inspire staff and student body to remain focused and determined in work of fulfilling the mission of school.
- Supervision experience in a school of monitoring academic program and implementation of school's discipline code to ensure safe and focused school environment.
- Ability to develop and monitor a curriculum (scope and sequence, planning, etc.) that maximizes and enhances student learning in all core subjects.
- Ability to research best practices for academic achievement.
- Analytical skills to dissect student achievement data as well as teacher performance data on variety of metrics, both quantitative and qualitative, and use information in strategic plan and short- and long term vision for school.

Curriculum and Assessment –

- Experience leading the development and adaptation of a rigorous curriculum and the management of data-driven instruction designed to improve student achievement.
- Ability to create clear and measurable internal standards aligned to Arizona College and Career Ready Standards and influenced by other challenging state standards.
- Ability to create and identify high quality, research-based curriculum.
- Experience ensuring compliance with state-mandated instruction, assessment, and reporting, including requirements for English Language Learners.
- Experience hiring and supervising personnel who provide contracted serviced (e.g. speech therapy).
- Proven ability to coordinate and manage administration of all standardized student assessments and evaluations, including state assessments, progress-monitoring assessments, and nationally normed assessments.

Staff Development –

- Experience training instructional leaders through the observation and practice of curriculum and assessment development, teacher coaching and support, delivery of professional development, and lesson plan feedback and review.
- Managing time well in order to observe all teachers weekly (twice-weekly for new teachers), as well as daily "drop in" observations and evaluate all instructional personnel.
- Experience planning and leading training of all staff members.
- Experience leading staff development and administrative meetings.

Financial Management –

- Experience managing and overseeing school business procedures
- Strong interest in managing and directing recruitment, hiring, and retention of all staff members, including salary, contract, and benefit orientations; involve other leadership positions when applicable.
- Experience supporting and working with all Board committees as well as providing information, data, reports, and context necessary to assist in effective governance of the school.
- Ability to manage and allocate school resources, including financial resources, in alignment with values of school; work with school administration to evaluate the accuracy of all financial documents.
- Supervision experience with monitoring daily inputs and outputs of school including accounts payable and receivable, cash receipts and disbursements, payroll/benefits, taxes, staff, and school supplies.
- Ability to work with Operations Manager to first prepare or oversee, and then submit required reports, evaluations, and data to all external (or funding) sources.
- Ability to work with all school stakeholders, specifically with administrators, to acquire and collect resources, both financial and in-kind, for instructional, extracurricular, and enrichment needs.
- Interest in development of a marketing plan and strategy for recruiting students.
- Knowledge of how to develop a financial plan for capital needs in order to secure a permanent facility.
- Ability to create and maintain high standards of financial management and oversight with regard to budgets, cash flow statements, expenditures and revenues.
- Experience ensuring compliance with generally accepted accounting principles as well as all other requirements, federal, state, local (Phoenix Collegiate Academy, Inc. will receive additional pro-bono GAAP training from a Certified Public Accountant).
- Ability to provide regular feedback to school management on procedures that may strategically improve financial management.
- Ability to work closely with contracted vendor, supervise daily accounting of school including accounts payable and receivable, cash receipts, payroll and benefits, general ledger, taxes, and allocation of non-financial resources.
- Interest in researching and applying to grants in accordance with general school guidelines, and manage disbursement and reporting of activities in collaboration with School Leaders.
- Ability to prepare all relevant reports, evaluations, and data to both internal and external agencies, funding sources, and parties.
- Ability to develop School Leaders throughout budgetary process including establishment of priorities and maintenance of financial outputs on daily and/or weekly basis.
- Experience coordinating with vendors (e.g.: food service bids and contract for all student meals and snacks in conjunction with district vendor).
- Interest in coordinating and implementing a strategy for teacher and student recruitment in collaboration with School Leaders.
- Ability to create systems to oversee resources provided to all staff, including classroom resources and copy services.

- Ability to provide verbal and written financial report at all meetings of the Governing Board Finance Committee, and full Board meetings as needed.

Contracted Services –

- Skilled at hiring and supervising personnel who provide contracted serviced.
- Ability to coordinate food service bids and contract for all student meals and snacks.
- Ability to oversee resources provided to all staff, including classroom resources and copy services.
- Experience maintaining detailed, meticulous student IEP and 504 records according to state and federal guidelines.
- Experience ensuring compliance with all state-mandated instruction, assessment and reporting.
- Ability to manage and oversee staff including representatives of all outsourced business functions.
- Experience hiring and supervising contracted vendors who provide services like speech therapy
- Interest in using feedback to make productive changes in performance.

Personnel –

- Experience in recruiting and hiring mission-aligned and results-oriented individuals to fill positions
- Ability to manage and direct recruitment, hiring, and retention of all staff members, including salary, contract, and benefit orientations; involve other leadership positions when applicable.
- Interest in providing evaluations of all staff members
- Experience controlling orientation and training of all staff members.
- Interest in implementing all personnel policies.

Grants Management –

- Experience creating and maintaining high standards of financial management and oversight with regard to budgets, cash flow statements, expenditures and revenues.
- Ability to ensure compliance with generally accepted accounting principles as well as all other requirements, federal, state, and local.
- Ability to research and apply to grants in accordance with general school guidelines, and manage disbursement and reporting of activities
- Interest in preparing all relevant reports, evaluations, and data to both internal and external agencies, funding sources, and parties
- Ability to report to and collaborate with school administration throughout budgetary process including establishment of priorities and maintenance of financial outputs on daily and/or weekly basis.
- Experience providing verbal and written financial report at all Governing Board Finance Committee meetings, and at full Board meetings as needed

Student Accountability Information System –

- Experience creating and maintaining high standards of student data management and oversight
- Interest in monitoring student attendance.
- Ability to manage the Student Accountability Information System (SAIS)

B.3.d Equitable and Fair Enrollment Legal Assurances

Charter schools are schools of choice and admissions policies will reflect all state and federal requirements. Per **A.R.S. § 15-184** a charter school shall enroll all eligible pupils who submit a timely application, unless the number of applications exceeds the capacity of a program, class, grade level or building. Phoenix Collegiate Academy High School will:

- Give enrollment preference to pupils returning to the charter school in the second or any subsequent year of its operation and to siblings of pupils already enrolled in the charter school.
- Select pupils through an equitable selection process such as a lottery (if the number of applications exceeds capacity) except that preference shall be given to siblings of a pupil selected through an equitable selection process such as a lottery.
- Except as provided in subsection C (where a charter school may limit admission to pupils within a given age group or grade level) or D (a charter school may provide instruction to pupils of a single gender with the approval of the sponsor of the charter school), a charter school shall not limit admission based on ethnicity, national origin, gender, income level, disabling condition, proficiency in the English language or athletic ability.

Enrollment Procedures
PCA HS will implement fair and equitable enrollment procedures pursuant to ARS 15-184. PCA HS will partner with other PCA schools to create a seamless path to college. Enrollment will begin upon approval of the charter.

Open Enrollment
All students interested in attending PCA HS will be required to complete an enrollment form (any previous signatures on petition forms or letters of intent to enroll will not be accepted) and submit this application directly to the school before the annual deadline. Applications will be available during a publicly advertised open enrollment period each year, generally beginning the second Thursday in January and continuing until 5:00 PM on the third Thursday of March. Submitted applications will be stamped with the date and time the application was received, and the student names added to an application roster to track receipt. Following the open enrollment period, applications will be counted to determine if any grade level has received a number of applications which exceed available seats. In this event, the school will hold a public random lottery to determine enrollment for the impacted grade level.

Admission Preferences
Per A.R.S. § 15-184 if the school receives a number of applications that exceeds the number of available spaces, a lottery will be hosted, with preference for available spaces given to students in the following order:
1. Current PCA HS students
2. Siblings of currently enrolled PCA HS students
3. Children of employees of PCA HS, employees of the charter holder, members of the governing body of the PCA HS or directors, officers, partners or board members of the charter holder.
4. Students enrolled in feeder schools under the same CMO management.

Lottery and Admissions Policy
Applications for the upcoming school year will be available, if PCA HS is chartered, for all seats starting on the second Thursday in January of that same year. Applications will be accepted by the front office attendant only until 5:00 PM on the third Thursday in March. Families will be notified of the lottery date on the application, and the lottery will occur on the second Tuesday of March. Families have until the third Friday of March at five pm to confirm attendance or not. If all seats are not full at that point, then students on the wait list will be notified (in order) with a 48 hour response time given from the time of a conversation between the school and the guardian. By the third Thursday of April, all seats will be filled.

The method of selecting students for the school will be a simple lottery. All applications will be placed in a lottery box by grade. An independent party will be asked to draw names out of the box and publicly announce them at the public lottery. After all seats have been filled from the drawing, then the rest of the applications will be drawn for the order of the waiting list. This will be the same process for each grade levels.

There will be preference given for students who are siblings of a current student, in accordance with Arizona law. A sibling is defined in Arizona as having at least one common birth or step parent.

All students will be allowed to apply for a seat at PCA HS. No person shall be limited by race, color, gender, national origin, or disability.

Waitlist
Students who enroll after the lottery period may be eligible for remaining openings. Once openings are filled, all students wishing to enroll will be placed on a waitlist. Seats declined by students or seats for students who do not come to school for 10 days are given to waitlist enrollments in order of being placed on the list.

Enrollment Packet
Upon submitting a signed enrollment form (a general form with basic student and contact information), the following information will also be collected (this enrollment packet was provided to parents/guardians at the lottery)[1]. The following describes enrollment documents that will be used for PCA HS.

Per A.R.S. § 15-828, Phoenix Collegiate Academy High School requires that the person enrolling the pupil must provide one of the following (upon presenting this document to the school, a photocopy is taken for school records, and the original is returned to the parent or guardian):
a. A certified copy of the pupil's birth certificate.
b. Other reliable proof of the pupil's identity and age, including the pupil's baptismal certificate, an application for a social security number or original school registration records and an affidavit explaining the inability to provide a copy of the birth certificate.
c. A letter from the authorized representative of an agency having custody of the pupil pursuant to title 8, chapter 2, certifying that the pupil has been placed in the custody of the agency as prescribed by law.
d. Immunization records
e. Home Language survey
f. Parent Emergency Contact form
g. Proof of Residency (a bill, copy of driver license, other form with address) Note: The provisions of this section do not apply to homeless pupils as defined in section 15-824, subsection C.

[1] If there is not a lottery, we will distribute enrollment packets at the first parent orientation meeting in July and collect forms then.