

**Criteria Checklist for  
DOE Staff Review Comments  
Church Hill Preparatory Academy  
Public Charter School Application**

**July 2013**

## Criteria Checklist

Required Application Components	Does the Response Meet the Criterion?	Comments
<b>Cover Page</b> All requested information has been provided and the authorized official has signed and dated the cover page.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
<b>Applicant Information</b> All applicant information has been provided.	<input checked="" type="checkbox"/> Yes	
<b>I. Executive Summary:</b> The executive summary provides an overview of the proposed charter school and must include the need for the public charter school and its goals and objectives.	<input checked="" type="checkbox"/> Yes	
Education Components		
<b>II. Mission Statement:</b> The mission statement of the public charter school is consistent with the principles of the Standards of Quality (SOQ). The following elements are addressed:	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	More specificity is needed on how the program will meet the provisions of the Standards of Quality. Recommendations are listed below.
1. A description of the public charter school’s mission and how it is consistent with the principles of the Virginia SOQ. ( <a href="#">Section 22.1-253.13:1, Code of Virginia</a> )	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	The curriculum is based on the Common Core State Standards with SOL enhancements, but clarity is needed how that meets the SOQ requirement: “School boards shall implement the Standards of Learning or objectives specifically designed for their school divisions that are equivalent to or exceed the Board's requirements.”
2. A description of any specialized area of academic concentration.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Explain in greater detail what is meant by “college and career preparatory” and how that is different from the curriculum in other Virginia public schools.
3. Information about the public charter school’s anticipated student population consistent with <a href="#">Section 22.1-212.6</a> , of the <i>Code of Virginia</i> .	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	The application indicates that the prospective students will likely not be achieving at grade level. However, the application also says that the students must be prepared for pre-Algebra or higher by the 6 <sup>th</sup> grade, when they are first enrolled in the school. These two expectations appear to be inconsistent.  The school is designed to serve a specific population – urban males. There is no information about any comparable programs that will be offered by the school division for students who are not part of the population to be served. The <i>Code of Virginia</i> says, in § <a href="#">22.1-212.1:1</a> : “Consistent with constitutional principles, a school board may establish a <u>single-sex school or class in the school division, if the school board makes available to pupils substantially equal coeducational schools or classes</u> . Participation in such single-sex school or class shall not be required by the school division, and the school board shall ensure that participation by pupils in the single-sex school or class is voluntary. For the purposes of this section, participation by a pupil in a single-sex school or class is voluntary only if the school division also makes available to the pupil a substantially equal coeducational school or class.”

Required Application Components	Does the Response Meet the Criterion?	Comments
<p><b>III. Goals and Educational Objectives:</b> The goals and educational objectives to be achieved by the public charter school are stated, and meet or exceed the Standards of Learning. The following elements are addressed:</p>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<p>Evidence is not available to support school course expectations for student learning and achievement that meet or exceed the Virginia Standards of Learning. Virginia SOL meet and exceed the Common Core State Standards, which appear to serve as the basis for the curriculum and instruction.</p>
<p>1. A description of the performance-based goals.</p>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<p>Many of the student goals seemed overarching and not directly tied to performance goals associated with the academic level of potential students as described in the document. The application restates the Standards of Learning goals for content areas, but does not offer explicit performance goals.</p> <p>Each student will be provided the opportunity to experience study in dance arts, music, theatre arts, and visual arts. No further evidence or information pertaining to the study of the fine arts is provided in sufficient detail to understand how the programs will be offered, how will student performance be measured, and how outside resources will be used to support the programs.</p>
<p>2. A description of the related measurable educational objectives to be achieved by the public charter school. (Section 22.1-253.13:1.B, Code of Virginia)</p>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<p>Specific objectives for middle and high school courses in history and social science need to be added to the application. Descriptions of educational objectives for English are taken directly from the Common Core State Standards. The application would be strengthened with additional information on how the objectives will be measured for all subject areas. Terms like ‘proficient’ and ‘fluent’ have a broad range of measurement with no target range listed. The application provides insufficient information about the measurable educational objectives to be achieved for the fine arts.</p>
<p><b>IV. Evidence of Support:</b> Evidence that an adequate number of parents, teachers, pupils, or any combination thereof, supports the formation of a public charter school is provided. The following elements are addressed:</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<p>Overall, the responses were sufficient, and additional documentation and evidence of support is suggested to strengthen the application.</p>
<p>1. Information and materials indicating how parents, the community, and other stakeholders were involved in supporting the application for the public charter school.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<p>Besides support through a petition, additional information should be provided demonstrating that parents, other members of the community, and other stakeholders, have been involved with and are supportive of the application.</p>
<p>2. Tangible evidence of support for the public charter school from parents, teachers, students, and residents, or any combination thereof, including but not limited to information regarding the number of persons and organizations involved in the process and petitions related to the establishment of the</p>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<p>There is a petition with a number of signatures, but no letters of support, no information about how community organizations would be involved with the school, and no information about parents and other family members of potential students in support of the charter school.</p>

Required Application Components	Does the Response Meet the Criterion?	Comments
charter school.		
3. A description of how parental involvement will be used to support the educational needs of the students, the school's mission and philosophy, and its educational focus.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Parents will be trained on how to support student learning. A list of possible ideas for parental involvement was cited; however, a more detailed plan is recommended.
<b>V. Statement of Need:</b> A statement describing the need for a public charter school in a school division or relevant school divisions in the case of a regional public charter school, or in a geographic area within a school division or relevant school divisions, is provided. The following elements are addressed:	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
1. A statement of the need for a public charter school that describes the targeted school population to be served and the reasons for locating the school within a particular school division.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
2. An explanation of why the public charter school is being formed. (Is the school being formed at the request of parents or community organizations? How was the need determined? What data were examined as part of the needs assessment? Briefly describe the need and include a summary of the quantitative data.)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
3. An explanation of why a public charter school is the appropriate vehicle to address the identified need.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
<b>VI. Educational Program:</b> A description of the public charter school's educational program is provided. The following elements are addressed:	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Overall, the responses to the elements below were insufficient to describe the school's education program. More specificity is needed to strengthen the application.
1. A synopsis of the public charter school's educational program.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	A synopsis is provided. Additional details should be incorporated regarding the Career and Technical Education (CTE) experiential career preparatory program, including adequate instructional time and coursework that will provide students the depth of knowledge necessary to meet the minimum requirements for CTE program completion.

Required Application Components	Does the Response Meet the Criterion?	Comments
<p>2. A description of the pupil performance standards and curriculum, which must meet or exceed any applicable Virginia SOQ. (<a href="#">Sections 22.1-253.13:1</a> through <a href="#">22.1-253.13:9</a>, <i>Code of Virginia</i>)</p>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<p>The applicant indicates a curriculum based on Common Core State Standards with Virginia SOL enhancements meets State requirements for content and performance; however, history and social science and science are not included in the Common Core State Standards. “Attaining grade level proficiency in reading, writing, and speaking in at least one world language other than English” is listed as a requirement for graduation. However, foreign language proficiency is not generally attained by grade-level, but rather by performance bands of novice, intermediate, advanced, superior, etc. Virginia SOL Foreign Language standards are grouped by language level, not grade level. Additionally, the school would need a waiver from the Board of Education to require a foreign language for the Standard Diploma. Additional information is needed on how students will be taught the science and mathematics materials that are grade-level aligned according to the <i>Code of Virginia</i>. The application does not mention the Virginia <i>Fine Arts Standards of Learning</i>.</p> <p>The curriculum will be based on the Common Core State Standards, with “Virginia SOL additions.” A number of different components of the curriculum and a number of different tests are included in the application, but it is not clear how all of this will be aligned to the Virginia standards and performance expectations.</p>
<p>3. A description of how the Virginia SOL and the corresponding SOL Curriculum Framework will be used as the foundation for curricula to be implemented for each grade or course in the public charter school. Include within the description how the goals and objectives of the curricula will meet or exceed the Virginia Standards of Learning (SOL), address student performance standards, relate to state and federal assessment standards, and include measurable student outcomes (See <a href="http://www.doe.virginia.gov/testing/index.shtml">http://www.doe.virginia.gov/testing/index.shtml</a> on the Department’s Web site for more information about the SOL).</p>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<p>See notes above. In addition, there is no Foreign Language component to the Common Core, so the Virginia SOL addition would provide for the Foreign Language standards. The science narrative lacks specificity; for example, attachment 6-5 includes only student outcomes related to Physics. An example in mathematics can be found in attachment 6-4. Algebra I curriculum is simply a listing of the Common Core State Standards with checkmarks beside some of the Common Core State Standards components; evidence of the “modified CCSS-SOL Framework” for mathematics is not presented.</p> <p>An explanation is needed on how using the ACT as an assessment will prepare students for the SOL assessments.</p>
<p>4. A description of any assessments to be used to measure pupil progress towards achievement of the school’s pupil performance standards, in addition to the SOL assessments prescribed by <a href="#">Section 22.1-253.13:3</a>, in the <i>Code of Virginia</i>.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
<p>5. A description of the public charter school assessment plan to obtain student</p>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<p>The applicant should provide a remediation plan on how below-level students in reading will achieve reading level proficiency in order to be able to complete Advanced Placement</p>

Required Application Components	Does the Response Meet the Criterion?	Comments
<p>performance data, which includes how the data will be used to monitor and improve achievement and how program effectiveness, will be measured over a specified period of time. Also, provide benchmark data on how student achievement will be measured and how these data will be established and documented in the first year of operation and how the data will be measured over each year of the term of the charter as approved by the local school board. The benchmark data should address targets for student improvement to be met in each year.</p>		<p>(AP) courses. Because the application states there is no reading subject test except English literature, it is unclear whether students will take the SOL test for all other areas.</p> <p>Specific information should be provided on how data are used to monitor student achievement and program effectiveness over time. More information is needed on how the benchmark will be used for school improvement.</p> <p>The application mentions that substitute assessments will be given in grades 9-12 (SAT subject area tests for mathematics). Explain which test will be given when. Note: All substitute assessments for verified credit are being re-evaluated this summer.</p>
<p>6. The timeline for achievement of pupil performance standards, in accordance with the Virginia SOL.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
<p>7. An explanation of the procedures for corrective actions needed in the event that pupil performance at the public charter school falls below the standards outlined in the Virginia Board of Education's <a href="#">Regulations Establishing Standards for Accrediting Public Schools in Virginia</a>, (8 VAC 20-131-310).</p>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<p>Although the narrative indicates that the school will develop a plan to correct deficiencies, there are no specifics regarding school improvement systems and processes or addressing the ten required components listed in the Standards of Accreditation. The narrative states that communication between the school and the division regarding the plan will occur twice annually; however, the expectation is that this communication will occur monthly.</p>
<p>8. Information regarding the minimum and maximum enrollment per grade as well as class size and structure for each grade served by the public charter school.</p>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<p>The applicant should clarify the minimum and maximum enrollment. The application states the average class size is expected to be 20 students, and there will be approximately 100 students in each grade, although the application indicates that there could be attrition.</p>
<p>9. Information regarding the proposed calendar and daily schedule, including any plans to open prior to Labor Day and how and when a waiver to open early will be submitted by the local school board to the Virginia Board of Education. (<a href="#">Section 22.1-79.1, Code of Virginia</a>)</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<p>A five week summer school program the last three weeks in July and the first two weeks in August is to be offered. However, the school will not provide transportation to the summer session, Saturday school days, or afterschool activities. As some of the students may come from families without transportation, or the parents may be unable to transport the students because of job responsibilities, it is noted that some students will not be able to take advantage of the opportunities to attend summer school, Saturday classes, or afterschool activities.</p>
<p>10. A description of plans for identifying and serving: a) students with disabilities; b) English Language Learners (ELLs); c) academically at-risk students; and d) gifted and talented students. Such plans must indicate the extent of the involvement of the</p>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<p>The charter school proposes to use a system of tiered interventions prior to referral for special education. The use of such tiered interventions may unnecessarily delay the eligibility process. It should be noted that the requirement that students be ready for pre-Algebra, at a minimum, may exclude certain special education students.</p> <p>The Student Record Management document contains strict conditions on access to special</p>

Required Application Components	Does the Response Meet the Criterion?	Comments
<p>local school board in providing such services and must comply with state and federal laws and regulations.</p>		<p>education records. Note that 8 VAC 20-81-110.B.3 states that a child’s IEP must be accessible to each regular education teacher, special education teacher, related service provider and other service provider who is responsible for its implementation. The requirement for personnel to obtain the permission of one or two administrators to access special education records should not, in its implementation, pose a practical impediment to this required access.</p> <p>Richmond City Public Schools receives Title III, Part A, funding for English Language Learners (ELLs); therefore, the Church Hill Preparatory Academy charter school must adhere to all divisionwide Title III, Part A, policies and procedures. The applicant should provide a more comprehensive plan of how charter school personnel will work with the division to comply with Title III requirements in the following categories: screening, identification, ESL instruction, assessment, parental notification, document translation, and professional development. Detailed information related to Title III requirements is available at: <a href="http://www.ed.gov/policy/elsec/leg/esea02/pg39.html">http://www.ed.gov/policy/elsec/leg/esea02/pg39.html</a>.</p> <p>Statements addressing gifted students at the Academy are general and should be more specific. The Academy must adhere to the requirements of the gifted referral and identification criteria for Richmond City Public Schools as noted in their local gifted plan. Additional details are needed to support a program of services for gifted students regarding ‘appropriate and differentiated curriculum’, which would require some modifications to the currently selected curriculum. Additional local plan requirements, such as student growth measures, will need to be determined based on ‘appropriate and differentiated curriculum’ outcomes.</p> <p>The application states that learning gaps in reading are expected, but it should also address the identification process or specific instructional practices to improve reading ability.</p>
<p>11. A description of the learning environment and scientifically-based research instructional strategies to be used at the public charter school to ensure student achievement.</p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>Basic descriptions of class size and facilities are given. The application should offer more detail on the facilities to offer laboratory sciences. The application mentions traditional classroom environment, theatre-styled seating, and open creative-laboratory space. The short description offered for these should be expanded.</p> <p>Details are needed regarding the scientifically-based research strategies that will take the “80-90 percent of the students who would be reading below grade level” to a level where they can be successful in AP courses.</p>
<p>12. If the public charter school plans to utilize virtual learning in its educational program, identify the virtual learning source, describe</p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>A general description is provided of how technology will be used; however, the applicant has provided information that addresses information, communication, and technology literacy instead of a virtual model. Information is needed on what type of virtual learning</p>

Required Application Components	Does the Response Meet the Criterion?	Comments
how virtual learning will be used and estimate how many students may participate.		program is offered, the source for virtual learning, and how virtual learning will be used.
13. A general description of any alternative accreditation plans, in accordance with the Virginia Board of Education’s <i>Regulations Establishing Standards for Accrediting Public Schools in Virginia</i> (8 VAC 20-131-280), that the public charter school would request the local school board to submit to the Virginia Board of Education for approval.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Not Applicable	
14. A general description of any alternative accreditation plan for serving students with disabilities, in accordance with the Virginia Board of Education’s <i>Regulations Governing Special Education Programs For Children With Disabilities in Virginia</i> (8 VAC 20-80-40) that the public charter school would request the local school board to submit to the Virginia Board of Education for approval.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Not Applicable	
<b>Logistical Components</b>		
<b>VII. Enrollment Process:</b> A description of the lottery process consistent with all federal and state laws and regulations and constitutional provisions prohibiting discrimination that are applicable to public schools and with any court-ordered desegregation plan in effect for the school division or, in the case of a regional public charter school, in effect for any of the relevant school divisions is provided. ( <i>Section 22.1-212.6, Code of Virginia</i> ). The following elements are addressed:	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Overall, the responses to the elements below were sufficient, with the exception of #8 where a description for this component was not evident. Comments to strengthen the application are provided.
1. A description of the lottery process to be used to determine the public charter school enrollment.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	The applicant should consider posting the application on-line and also provide hard copies, instead of requiring completion only by hand.
2. A lottery process shall also be developed for the establishment of a waiting list for such students for whom space is unavailable.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	The applicant should explain how new students to the division will be accommodated.
3. A description of a tailored admission policy that meets the specific mission or focus of the public charter school, if applicable.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	The applicant should clarify how the admission policy is consistent with § 22.1-212.6 of the <i>Code of Virginia</i> . It is not clear if students with disabilities who could not demonstrate readiness for pre-Algebra could be enrolled.
4. A timeline for when the lottery process will	<input checked="" type="checkbox"/> Yes	



Required Application Components	Does the Response Meet the Criterion?	Comments
begin for the first academic year of enrollment and when parents will be notified of the outcome of the lottery process.	<input type="checkbox"/> No	
5. A description of any enrollment-related policies and procedures that address special situations, such as the enrollment of siblings and children of faculty and founders and the enrollment of nonresident students, if applicable.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
6. An explanation of how the applicant will ensure that, consistent with the public charter school's mission and purpose, community outreach has been undertaken so that special populations are aware of the formation of the public charter school and that enrollment is open to all students residing in the school division where the public charter school is located or in school divisions participating in a regional charter school.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	While community town halls are planned, the applicant should clarify how parents would find out about the town halls, or what provisions would be made for parents who are working several jobs; parents who do not have transportation; and parents who have small children or other family responsibilities and are unable to attend a town hall meeting.
7. A description of how the transfer of students to and from the public charter school will be accomplished.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
8. A description of how students seeking enrollment after the school year begins will be accommodated.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	A description for this component was not evident, although extensive information was provided about accepting applicants from the waiting lists. The applicant should describe how students seeking enrollment after the school year begins will be accommodated.
<b>VIII. Displacement:</b> A description of the plan for the displacement of pupils, teachers, and other employees who will not attend or be employed in the public charter school, in instances of the conversion of an existing public school to a public charter school, and for the placement of public charter school pupils, teachers, and employees upon termination or revocation of the charter is provided. The following elements are addressed:	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	The responses were sufficient except for numbers 5 and 6 where no evidence that these two elements were addressed.

Required Application Components	Does the Response Meet the Criterion?	Comments
1. Identification of a member of the school's leadership team who will serve as a single point of contact for all activities that may need to take place in order for the school to close, including but not limited to the transfer of students to another school, the management of student records, and the settlement of financial obligations.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
2. A notification process to parents/guardians of students attending the school and teachers and administrators of the closure date.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
3. A notification process to parents/guardians of students attending the public charter school of alternative public school placements within a set time period from the date that the closure is announced.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
4. Provisions for ensuring that student records are provided to the parent/guardian or another school identified by the parent or guardian within a set time period. If the student transfers to another school division, provisions for the transfer of the student's record to the school division to which the student transfers shall be made upon the request of that school division. ( <a href="#">Section 22.1-289</a> , <i>Code of Virginia</i> ).	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
5. Notification to the local school board of a list of all students in the school and the names of the schools to which these students will transfer.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	No evidence was found in the application about notification to the school board of a list of students, and placement plan for school employees.

Required Application Components	Does the Response Meet the Criterion?	Comments
6. A placement plan for school employees that details the level of assistance to be provided within a set period of time from the date of closure. For teachers and administrators, the level of assistance should address finding employment within the school division where the public charter school is located or other public school divisions.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	No evidence was found in the application about notification to the school board of a list of students, and placement plan for school employees.
7. A closeout plan related to financial obligations and audits, the termination of contracts and leases, and the sale and disposition of assets within a set period of time from the date of closure. The plan shall include the disposition of the schools' records and financial accounts upon closure.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	While closure plans are detailed, clarify why "school districts" would need to be notified of displacement or closure if only Richmond City students would attend the school.
<b>IX. Transportation:</b> A description of how the public charter school plans to meet the transportation needs of its pupils is provided. The following elements are addressed:	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
1. A description of how the transportation of students will be provided: a) by the local school division; b) by the public charter school; c) by the parent(s); or d) through a combination of these options.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
2. If transportation services will be provided by the public charter school, explain whether the school will contract for transportation with the local education agency or with another entity or have its own means of transportation and indicate whether transportation will be provided to all students attending the school.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

Required Application Components	Does the Response Meet the Criterion?	Comments
3. A description of transportation services for students with disabilities in compliance with <a href="#">Section 22.1-221</a> of the <i>Code of Virginia</i> and the Board's <a href="#">Regulations Governing Special Education Programs For Children With Disabilities in Virginia</a> .	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
<b>X. Residential Charter Schools:</b> If the application is for a residential charter school for at-risk students, the following elements must be addressed:	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Not Applicable	
1. A description of the residential program to include: a) the educational program; b) a facilities description to include grounds, dormitories, and staffing; c) a program for parental education and involvement; d) a description of after-care initiatives; e) the funding the residential facility and other services provided; f) any counseling and other social services to be provided and their coordination with current state and local initiatives; and g) a description of enrichment activities available to students.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Not Applicable	
2. A description of how the facility will be maintained including, but not limited to: a) janitorial and regular maintenance services and b) security services to ensure the safety of students and staff.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Not Applicable	
<b>Business Components</b>		
<b>XI. Economic Soundness:</b> Evidence that the plan for the public charter school is economically sound for both the public charter school and the school division is provided. The following elements are addressed:	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	The responses to the elements below were sufficient. Comments to strengthen the application are provided. .

Required Application Components	Does the Response Meet the Criterion?	Comments
1. A description of the public charter school's financial plan, including financial controls and audit requirements in accordance with generally accepted accounting principles.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	A detailed plan is presented covering key areas. Consideration could be given to outsourcing payroll processing to the school division. The annual budget approval deadline of June 1 may need to be earlier to conform to the school division budget process. The \$500 capitalization threshold may trigger a large number of capital assets that must be tracked, such as computers. Honoraria generated by employees should not violate any applicable conflict of interest requirements.
2. A start-up and three-year budgets with clearly stated assumptions and information regarding projected revenues and expenditures.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	A budget is not presented for a librarian position which would be required under the SOQ or for an ELL position or services which may be needed. The budget may not be sufficient for facilities maintenance/repair and Internet access/infrastructure; student transportation; classroom furniture (\$12,000) based on the unit costs in Note 12; or special education instructional staff costs (particularly as enrollment grows). A library is required under the SOA, with donations assumed to fund library collections. No budget is shown for facility rental pending decision on facility location which could significantly impact the total budget depending on final cost impact. Missing from the line item was the \$50 textbook/software user license fee (total \$44,400) that was referenced in Note 9 of Attachment 11-2.1 in the actual line-item budget.
3. A start-up and three-year cash flow projections with clearly stated assumptions and indications of short- and long-term sources of revenue.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	The cash flow statement shown in Attachment 11-3.1 assumes an equal amount of cash receipts each month while Section XI.5. describes per pupil funding provided by the division in 25%/25%/50% installments at three different points in the year. These are different cash flow assumptions.
4. A description of anticipated fundraising contributions, if applicable.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

Required Application Components	Does the Response Meet the Criterion?	Comments
<p>5. A description of the funding agreement that the public charter school intends to have with the local education agency, including information regarding anticipated local, state, and federal per-pupil-amounts to be received and any information pertaining to the maintenance of facilities. In accordance with <a href="#">Section 22.1-212.14</a> of the <i>Code of Virginia</i>, the per pupil funding provided to the charter school, shall be negotiated in the charter agreement and shall be commensurate with the average school-based costs of educating the students in the existing schools in the division or divisions unless the cost of operating the charter school is less than that average school-based cost. To the extent discussions have been held with the school division, please describe the outcome of those discussions. If there have been no discussions to date, please indicate the reason.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<p>Page 75 of the application indicates division per pupil funding being provided to the school in three installments annually: 25 percent on July 15, 25 percent on October 15, and the remaining 50 percent by January 15. However, annual state per pupil funding is paid to divisions in twice per month installments so this funding allocation schedule may need to be evaluated against that schedule as well as the schedule under which the division receives its local fund appropriation. Minimal information is presented pertaining to maintenance of facilities, but this may be due to the status of the facility location decision.</p>
<p><b>XII. Management and Operation:</b>  A description of the management and operation of the public charter school, including the nature and extent of parental, professional educator, and community involvement in the management and operation of the public charter school is provided. (<a href="#">Section 22.1-212.7</a>, <i>Code of Virginia</i>) The following elements are addressed:</p>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<p>Insufficient details are outlined in several of the items below and should be addressed to strengthen the application.</p>
<p>1. A description of any discussion, to date, with the local public system or local school board where the charter school will be located regarding the management and operations of the public charter school.</p>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<p>It is not clear where the school will be located.</p>
<p>2. A description of the functions, roles, and duties of the management committee as defined in Section 22.1-212.6 of the <i>Code of Virginia</i> in the operation and oversight of the public charter school and its proposed constitution and bylaws.</p>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<p>The roles of the foundation, the advisory board, and the institute are unclear. There are a large number of administrative personnel, but their roles and responsibilities must be delineated. It is not clear if there is a school counselor, but there is a life coach, a learning strategies specialist, and a success services director.</p>

Required Application Components	Does the Response Meet the Criterion?	Comments
3. An explanation of how support services will be provided. These services, include, but are not limited to: 1) food services; 2) school health services; 3) custodial services; 4) extracurricular activities; and 5) security services.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Custodial services should be addressed in the application.
4. An explanation of any partnerships or contractual relationships (education management organization, food services, school health services, custodial services, security services, etc.) central to the school's operations or mission, including information regarding the relationship of all contractors to the governing board of the public charter school, and information regarding how contractors and the employees of the contractors having direct contact with students will comply with the provisions of <a href="#">Section 22.1-296.1</a> , of the <i>Code of Virginia</i> .	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	It would strengthen the application if additional details were included about the contract with a vendor to provide meals. It should be noted that the charter could operate as a USDA Summer Food Service Program (SFSP) site under the Richmond City Public Schools agreement with the Virginia Department of Health, if the division will be an active SFSP sponsor at that time.
5. A detailed start-up plan, identifying tasks, timelines, and responsible individuals.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	A start-up plan and timelines are presented; however, the applicant should delineate who is responsible for each task.
6. A proposed organization chart that clearly presents the school's organizational structure, including the lines of authority and reporting between the management committee, staff, any related bodies (such as parent organizations, the school division and external organizations) that will play a role in managing the school.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	To strengthen the application, clarify the roles and responsibilities of the various entities and individuals as well as what role a parent-teacher organization, the school division, or any other external organization would have in managing the school.
7. Plans for recruiting school leadership and staff.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

Required Application Components	Does the Response Meet the Criterion?	Comments
<p><b><i>XIII. Employment Terms and Conditions:</i></b>  An explanation of the relationship that will exist between the proposed public charter school and its employees, including evidence that the terms and conditions of employment have been addressed with affected employees is provided. (Sections 22.1-212.13, 22.1-296.1 and 22.1-296.2, Code of Virginia)  The following elements are addressed:</p>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<p>Insufficient details are outlined in several of the items below and should be addressed in the application.</p> <p>Additional information is needed to indicate how staff will be evaluated at regular intervals in accordance with the <i>Code of Virginia</i> and aligned to the <i>Uniform Performance Standards and Evaluation Criteria for Teachers and Principals</i> and how the Human Resource Policy will be consistent with state and federal laws.</p> <p>A more detailed staffing plan is needed to ensure that students needs are being met (e.g., students with disabilities taught by appropriate teacher of special education) and that the number classes/subject areas are taught by appropriately licensed and endorsed teachers. A staffing plan for the term of the contract is needed.</p>
<p>1. A plan that addresses the qualifications of teachers and administrators at the public charter school, including compliance with state law and regulation regarding Virginia Board of Education licensing endorsements.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
<p>2. A plan to provide high-quality professional development plans. (Section 22.1-253.13.5, Code of Virginia)</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
<p>3. Provisions for the evaluation of staff at regular intervals and in accordance with state law and regulation.</p>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<p>It is stated that provisions for staff evaluation will be provided in the school’s Human Resources Policy; however, no attachment or policy document is referenced.</p>
<p>4. Provisions for a human resource policy for the public charter school that is consistent with state and federal law.</p>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<p>Policy for the recruitment and hiring of staff is provided but an overall human resource policy was not included within the application.</p>
<p>5. Notification to all school employees of the terms and conditions of employment.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	



Required Application Components	Does the Response Meet the Criterion?	Comments
6. A staffing chart for the school's first year and a staffing plan for the term of the contract.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<p>The staffing chart does not provide a clear picture of the number of classes/subject areas that will be offered with the number of teachers that will be necessary to teach these sections. In addition, the chart does not indicate if there will be teachers for students with disabilities, a library/media specialist, or a school counselor. A staffing plan for the term of the contract is not provided. It is unclear how many classes/courses will be offered during the years of the contract and how this will impact the staffing plan. The applicant should explain how the addition of high school credit courses impact staffing needs.</p> <p>The program description provides for assigning staff for IEP services when/if a student is identified as needing special education services after he/she is referred for special education evaluation. However, there is no detail on recruitment or partnering with the school division for this unanticipated need. Detail should be provided on an expected number of students with disabilities entering through the lottery.</p>
<b><i>XIV. Liability and Insurance:</i></b> A description of the agreement between the parties regarding their respective legal liability and applicable insurance coverage is provided. ( <a href="#">Section 22.1-212.16, Code of Virginia</a> ) The following elements are addressed:	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
1. The types of insurance for the public charter school, its property, its employees, the charter school management committee, and the board and the levels of coverage sought. Types of insurance include, but are not limited to: a) general liability; b) health; and c) property.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
2. A justification for each type of insurance coverage sought.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
3. A description of any plans of the public charter school to provide indemnity for the local school division.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

Required Application Components	Does the Response Meet the Criterion?	Comments
<p><b>XV. Disclosures:</b>            Disclose ownership or financial interest in the public charter school by the charter applicant and the governing body, administrators, and other personnel of the proposed public charter school, and require that the applicant and the governing body, administrators, and other personnel of the public charter school shall have a continuing duty to disclose such interest during the term of any charter. The following elements must be addressed:</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Overall, this criteria has been met. Insufficient detail is explained in #3 and should be addressed in the application.
<p>1. A description of how the applicant and members of the management committee will disclose any ownership or financial interest.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
<p>2. Information regarding the frequency by which such disclosures will be made (<a href="#">Section 2.2-3114, Code of Virginia</a>).</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
<p>3. A description of ownership or financial interest of the applicant and/or members of the management committee in the proposed charter school. This includes any relationships that parties may have with vendors performing services at the school.</p>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Attachment 15.1 only addresses policy. A statement of actual conflicts is not included in the charter application or in the attachment.
<p><b>Assurances</b>            The certification statement has been signed.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	