

**DOE Staff Review of
Virginia Public Charter School Applications**

**Philadelphia Charter Academy (PCA)
March 2015**

SUMMARY		
Required Application Components		DOE Staff Review Met the Criterion
I.	Executive Summary	Yes
Education Components		
II.	Mission Statement	No
III.	Goals and Educational Objectives	No
IV.	Evidence of Support	No
V.	Statement of Need	No
VI.	Educational Program	No
Logistical Components		
VII.	Enrollment Process	Yes
VIII.	Displacement	Yes
IX.	Transportation	Yes
X.	Residential Charter School	NA
Business Components		
XI.	Economic Soundness	Yes
XII.	Management and Operation	No
XIII.	Employment Terms and Conditions	No
XIV.	Liability and Insurance	Yes
XV.	Disclosures	Yes

Criteria Checklist

Required Application Components	Does the Response Meet the Criterion?	Comments
<p>Cover Page All requested information has been provided and the authorized official has signed and dated the cover page.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
<p>Applicant Information All applicant information has been provided.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Under content areas (p. 6), the applicant does not indicate that special education will be offered. This is important to note in the applicant information for several reasons, including civil rights and compliance with state and federal special education requirements. See also VAC § 22.1-212.6.
<p>I. Executive Summary: 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.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Education Components		
<p>II. Mission Statement: The mission statement of the public charter school is consistent with the principles of the Standards of Quality (SOQ). The following elements are addressed:</p>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	While the application indicates that the mission is consistent with the Standards of Quality (SOQ), it does not explain how.
<p>1. A description of the public charter school's mission and how it is consistent with the principles of the Virginia SOQ. (Section 22.1-253.13:1, Code of Virginia)</p>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Summary lacks detail on how the school program will be consistent with the SOQ. The mission statement reflects an environment for learning and intellectual challenge, as well as disciplined inquiry, but it does not speak directly to development of skills and academic accomplishment needed for school success, although it is implied. Page 14 speaks directly to academic proficiency and growth. It also states as a primary mission of having students meet or exceed the division's performance on SOL tests and closing the achievement gap.
<p>2. A description of any specialized area of academic concentration.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Specialized focus is on at-risk students.

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3. Information about the public charter school’s anticipated student population consistent with Section 22.1-212.6 , of the <i>Code of Virginia</i> .	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Application cites an emphasis on Gap Group 2 males – the term should be clearly defined. Application states that PCA will accept any county student (p. 13); however, discrimination statement leaves out some protected groups. Per VAC § 22.1-212.6 - charter schools are prohibited from discrimination on the basis of <u>disability</u> , race, creed, color, gender, national origin, religion, ancestry, <u>or need for special education services</u> .
III. Goals and Educational Objectives: 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:	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Explicit performance-based goals for all subject area disciplines are not evident or completely addressed in this section of the application.
1. A description of the performance-based goals.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<p>PCA will adopt the Charter School Quality Consortium’s (CSQS) model as a tool to measure performance.</p> <p>Application states the school will “implement The Reading First” program; however, the Reading First Program expired in 2010. Additional details about the reading program are needed to understand the performance-based goals in the area of elementary English/reading.</p> <p>Explicit performance-based goals for all grade levels for history and social science are not evident in this section of the application. Science description only goes through third grade.</p> <p>Virginia Board of Education recognizes under <i>No Child Left Behind</i> legislation that music and the visual arts are “core disciplines.” The goals and educational objectives do not state these two fine arts disciplines as core disciplines, nor are they stated to meet the <i>Music Standards of Learning</i> and the <i>Visual Arts Standards of Learning</i>.</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 , <i>Code of Virginia</i>)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Science description only goes through third grade.

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<p>IV. Evidence of Support: 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 type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<p>Petition signatures demonstrate support but application lacks description of how stakeholders are involved in the school's formation and how parental engagement will support the school mission.</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 type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<p>Signed petitions are included (p. 17-18 and appendix) but application makes no specific references to distribution of letters, materials, or information, or specific stakeholder meetings. Town Hall meetings are planned for spring of 2015. The applicant provided a list of organizations it has worked with, but clarification is needed on how these groups support the charter school or that they are even aware of this 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 charter school.</p>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<p>Application should include information regarding how individuals and organizations were involved in the process of establishing the school or in the petition process. The executive summary (p. 11) references conversations with Piedmont Community Impact Organization (PCIO), entity submitting the application, the former school superintendent, meetings with the current superintendent and assistant superintendent, and discussion with the school board about the charter school. The school board voted to table creation of the charter school until further discussion between PCIO and the school board on October 4, 2004, but the application does not explain what has happened since then. A petition is included from educators; however, specific evidence of support from parents, students, and residents is not provided. It is not clear that the charter school is being formed because of interest and requests from parents. It would be helpful to include actual letters of support from any parents/educators/businesses in the community that support establishing a charter school.</p>
<p>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.</p>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<p>Application provides no connection between parental involvement objectives and school mission (p. 18-19). Application provides opportunities for parental involvement but not in engagement in the students' academic and personal growth. The application addresses "building" a partnership with parents and others but it does not appear one is already in place. Application does not address recruitment of parents for management committee (p. 57-58.)</p>

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<p>V. Statement of Need: 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:</p>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<p>It is unclear from the information and research provided how a charter school would address the described needs. The applicant states the school is being established mainly to support males in Gap Group 2; however, no evidence is provided to suggest that the public school system does not fully address the needs of the target enrollment group, nor is any data provided regarding the performance of the Gap Group 2 in Campbell County that would suggest the need for a school serving this specific population. While some research is provided about performance trends for black males to justify the need for this charter school, it is generalized to nationally-based information. No specific information about Gap Group 2 males in Campbell County is provided.</p>
<p>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.</p>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<p>The applicant states the school is being established mainly to support males in Gap Group 2; however, no evidence is provided to suggest that the public school system does not fully address the needs of the target enrollment group, nor is any data provided regarding the performance of the target group that would suggest the need for a school targeted toward their needs.</p>
<p>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.)</p>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<p>The data provided to justify the need for the charter school are insufficient and general. While some research is provided in the response to #3 to justify the need for this charter school, it is generalized to nationally-based information and no specific information about Gap Group 2 males in Campbell County is provided.</p>
<p>3. An explanation of why a public charter school is the appropriate vehicle to address the identified need.</p>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<p>It is unclear from the research provided how a charter school would address the needs outlined.</p>
<p>VI. Educational Program: A description of the public charter school's educational program is provided. The following elements are addressed:</p>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<p>Additional details about the reading, history, mathematics, and social science program are needed to understand the extent to which research-based instructional strategies will be used. Teaching methods and scientifically research-based instructional strategies have not been addressed previously. Pupil performance standards should be provided, and the curriculum must be explained in terms of a progressive educational plan for the school with the objectives for students consistent by grade, sequence, and comprehensiveness. Each section below that was not met should be addressed.</p>

Required Application Components	Does the Response Meet the Criterion?	Comments
1. A synopsis of the public charter school's educational program.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<p>The application implies that admission of students may depend upon the nature and scope of their disability. This is contrary to current law. When read together with the section on the lottery process for admission, it appears that the section describing whether or not the school can meet the student's needs is simply a question of whether charter school personnel or LEA personnel will be providing the services; that it is a matter of practical administration rather than a bar to admission. This would need to be clarified to determine whether the criterion is met.</p>
2. A description of the pupil performance standards and curriculum, which must meet or exceed any applicable Virginia SOQ. (Sections 22.1-253.13:1 through 22.1-253.13:9, Code of Virginia)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<p>The mathematics content goals listed by PCA are minimal and do not meet the Virginia Standards of Learning. Specific information for music and visual arts should be included in educational program as defined for "academic core" SOL. Educational program synopsis (p. 22-24) does not demonstrate alignment with SOQ provisions. There are no pupil performance standards provided, and the curriculum is not specific to grades or explained in terms of a progressive educational plan for the school. The objectives for students provided are not consistent by grade, sequence, or comprehensiveness.</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 http://www.doe.virginia.gov/testing/index.shtml on the Department's Web site for more information about the SOL).	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<p>Application did not show evidence of a description of how the Virginia SOLs and the corresponding Curriculum Framework will be used as a foundation for curricula to be implemented at each grade level in various disciplines.</p> <p>PCA intends to utilize Saxon Math, which is not Virginia Board of Education (BOE) approved. The <i>Code of Virginia</i> permits local school boards to use textbooks not approved by the Virginia Board of Education if a local textbook review process is conducted that includes components similar to the state level review.</p> <p>While multiple objectives are listed under history and social science, information is not provided on 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.</p> <p>Application did not show evidence of a description of how the Virginia SOL and the corresponding Curriculum Framework will be used as a foundation for science curricula. Science content was only described through third grade.</p> <p>Virginia BOE recognizes under <i>No Child Left Behind</i> legislation that music and the visual arts are "core disciplines." The goals and educational objectives do not state these two fine arts disciplines as core disciplines, nor are they stated to meet the <i>Music Standards of Learning</i> and the <i>Visual Arts Standards of Learning</i>.</p>

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		While the application mentions fitness, the applicant should shift the focus from fitness to motor development and indicate that a gross motor screening will be administered.
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 Section 22.1-253.13:3 , in the <i>Code of Virginia</i> .	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
5. A description of the public charter school assessment plan to obtain student 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.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<p>Since no English SOL test exists at Kindergarten or at first grade, the application indicates the Stanford 10 will be administered in the fall, with no plan to administer a standardized test to students in the spring. The purpose for administering the SAT 10 in the fall is unclear. Information provided is inadequate.</p> <p>The application indicates that Academy students will take a battery of tests as required by the state testing policy; however, specific history and social science sample authentic assessments and benchmark data are not included.</p> <p>Science does not have a formal SOL assessment until fifth grade. There was no evidence of performance-based task/assessment to assess science processes and content before fifth grade.</p> <p>Insufficient details are provided for physical education.</p> <p>The application indicates benchmarks for student achievement will meet or exceed state standards, but it is not clear how those will be determined.</p> <p>The application indicates SOL assessments would be administered as required, but details about other assessments to be used are limited. Stanford 10 is referenced but not described. Other assessments listed, but with insufficient details about the test and how the test results will be used, include “portfolio, informal teacher testing, quizzes, unit test, art, benchmark testing.” No annual targets for student improvement are proposed.</p>

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6. The timeline for achievement of pupil performance standards, in accordance with the Virginia SOL.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
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 Regulations Establishing Standards for Accrediting Public Schools in Virginia , (8 VAC 20-131-310).	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	The response does not provide information regarding schoolwide corrective actions of the PCA related to 8 VAC 20-131-310 which requires an academic review for any school that fails to meet requirements for full accreditation. Additionally, school improvement planning and research-based instructional intervention requirements are also included as corrective actions in the regulation; however, this information was not included in the response on page 36 of the document. Responses emphasized student remediation in lieu of school-level reform as required in the regulation.
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.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Application (p. 13 and 37) mentions initial minimum enrollment of 25 K-1 students and a maximum of 50, then adding 50 additional students and one grade each year.
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. (Section 22.1-79.1, Code of Virginia)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<p>Regarding pre-Labor Day opening (p. 38): Although the charter school application does not note this, Campbell County Public Schools (CCPS) has a weather-related waiver to open prior to Labor Day. Based upon the draft calendar submitted, the charter school could operate within the existing waiver as a public school within the division.</p> <p>Regarding daily schedule: Additional information is needed regarding how kindergarteners can have Journal Writing when they are learning letters, why there is both a mid-term break and a spring break, what happens between 3:20 and 3:35 where nothing is currently indicated, and why grades 1 and 2 have just 50 minutes per day allocated to math but 1 hour, 25 minutes for physical education (in addition to two recess periods).</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 local school board in providing such services and must comply with state and federal laws and regulations.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<p>CCPS receives Title III, Part A, funding for English Language Learners (ELLs); therefore, the charter school must adhere to all divisionwide Title III, Part A, policies and procedures.</p> <p>The description provided includes only the school's plans to provide support in technology and developing technology skills. The description does not include content area supplemental support for at-risk students.</p> <p>While gifted identification is presented as a possibility, any details regarding area of</p>

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		<p>giftedness to be identified, the identification process, the service options available, and the assessment of student growth are not provided.</p> <p>There is no mention of screening for delayed motor development for physical education.</p> <p>The application implies that admission of students may depend upon the nature and scope of their disability. This is contrary to current law. When read together with the section on the lottery process for admission, it appears that the section describing whether or not the school can meet the student’s needs is simply a question of whether charter school personnel or local division personnel will be providing the services; that it is a matter of practical administration rather than a bar to admission. This would need to be clarified to determine whether the criterion is met.</p> <p>Plans were not noted for identifying the designated student populations. Education accommodations for students are mentioned, but details regarding the specialized instruction are missing. Description for how the local school board is included is also missing.</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>Reading First (expired in 2010) and Saxon Math (not BOE approved) appear to be the only two specific “programs” that will be used as part of the taught curriculum. More detail should be provided to address examples of scientifically-based research instructional strategies. Will the charter school develop its own curriculum, or will it use the CCPS’s curriculum?</p> <p>Student behavior is noted as an area to address for this target population; however, there is no mention of evidence- or research-based practices/programs to address school-wide behavior instruction or program as part of the curriculum.</p> <p>Additional details about the reading program are needed to understand the extent to which research-based instructional strategies will be used. Teaching methods and scientifically research-based instructional strategies have not been addressed previously.</p> <p>Additional scientifically-based research strategies specifically related to history and social science instruction are needed.</p>

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		<p>The application described safety for science instruction but did not describe how they will conduct an inquiry-based approach to science or how the classroom/outdoor areas would be set up and used for science instruction.</p> <p>A description of the fine arts learning environment must be addressed within the application.</p>
12. A description of co-curricular or extracurricular programs to be offered and how they will be funded and delivered.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Provide in-depth description and objectives for these programs as they relate to fine arts instruction and the <i>Fine Arts Standards of Learning</i> .
13. If the public charter school plans to utilize virtual learning in its educational program, identify the virtual learning source, describe how virtual learning will be used and estimate how many students may participate.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	The applicant provided information on pages 31, 43, and 53 to address the virtual learning source and to describe how virtual learning will be used. Also, \$25,000 will be spent on technology, including computers, projectors, printers, etc. An estimate of how many students may participate should be provided.
14. A general description of any alternative accreditation plans, in accordance with the Virginia Board of Education’s Regulations Establishing Standards for Accrediting Public Schools in Virginia (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 checked="" type="checkbox"/> No	Applicant states it is not seeking alternative accreditation. However, based on the school’s mission, the Code requires one. “ <i>If the charter application proposes a program to increase the educational opportunities for at-risk students, including those proposals for residential charter schools for at-risk students, the local school board or relevant school boards, as the case may be, on behalf of the public charter school, shall also request that the Board of Education approve an Individual School Accreditation Plan for the evaluation of the performance of the school as authorized by the Standards of Accreditation pursuant to 8 VAC 20-131-280 C of the Virginia Administrative Code.</i> ”
15. A general description of any alternative accreditation plan for serving students with disabilities, in accordance with the Virginia Board of Education’s Regulations Governing Special Education Programs For Children With Disabilities in Virginia (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	

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Logistical Components		
<p>VII. Enrollment Process: 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. (Section 22.1-212.6, Code of Virginia) The following elements are addressed:</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
<p>1. A description of the lottery process to be used to determine the public charter school enrollment.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
<p>2. A lottery process shall also be developed for the establishment of a waiting list for such students for whom space is unavailable.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
<p>3. A description of a tailored admission policy that meets the specific mission or focus of the public charter school, if applicable.</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Not Applicable	
<p>4. A timeline for when the lottery process will begin for the first academic year of enrollment and when parents will be notified of the outcome of the lottery process.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
<p>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.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Page 45 states that students of parents who are employees of PCA will be given special consideration when applying for admission. The policy is not provided nor is "special consideration" defined.
<p>6. An explanation of how the applicant will ensure that, consistent with the public charter school's mission and purpose, community</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Although the application states that notice will be provided to parents through each elementary school in the county, it also states that "primary outreach" will focus on documented subgroups. A suggested approach would be to have general outreach

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<p>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.</p>		<p>with equal effort and ensure wide distribution and comprehensive materials describing the program and its objectives. Pre-lottery requirement for one-hour session covering the requirements and rigor expected for students could discourage potential enrollment.</p>
<p>7. A description of how the transfer of students to and from the public charter school will be accomplished.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
<p>8. A description of how students seeking enrollment after the school year begins will be accommodated.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
<p>VIII. Displacement: 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:</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
<p>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.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

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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	Detail should be provided about time period required for transfer to other academy programs available within the school system.
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. (Section 22.1-289 , <i>Code of Virginia</i>).	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	According to VAC § 22.1-289, a request for a transfer of records from a school division need not be in writing, as required in the application. Application references response to a request in a "timely manner," but no time frame is provided.
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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Application raises some concerns about process for providing names of schools to which students will transfer without consulting first with school division regarding space availability or admission requirements (if other than school of residence) and about taking this action without discussing with parents who may have other plans for their children.
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	Application provides no detail on the level of assistance in finding employment within the school division. Application needs clarity on whether all employees (including principal, director, financial officer, operations manager) are school division employees. If all employees are division employees, application needs reference to division policies regarding transfers and reduction in force. No schedule is provided for notification of the school board and the implementation of employee placement within a specified time period from the notification that the school would be closed.

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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	For disbursements from proposed general and discretionary accounts, more specificity is needed on chain of approvals for individuals with check-writing authority to make disbursements.
IX. Transportation: 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	While transportation will be provided consistent with state laws and regulations, clarification is needed as related to transportation of special needs students.
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	Application states that overall transportation is yet to be determined. However, the application does say that transportation will be provided consistent with state laws and regulations.
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	Transportation will be provided consistent with state laws and regulations.
3. A description of transportation services for students with disabilities in compliance with Section 22.1-221 of the <i>Code of Virginia</i> and the Board's Regulations Governing Special Education Programs For Children With Disabilities in Virginia .	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Students with disabilities must be transported with typically developing peers unless the IEP team determines that special transportation is required. The application could be read to imply that special education students will have segregated transportation. Additional clarity is recommended.
X. Residential Charter Schools: 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	

Required Application Components	Does the Response Meet the Criterion?	Comments
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.		
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.		
Business Components		
<i>XI. Economic Soundness:</i> 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 start-up and three-year budgets need further explanations.
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	For disbursements from proposed general and discretionary accounts, more specificity is needed on chain of approvals for individuals with check-writing authority to make disbursements.

Required Application Components	Does the Response Meet the Criterion?	Comments
2. A proposed start-up and three-year budgets with clearly stated assumptions and information regarding projected revenues and expenditures.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Possible \$150,000 start-up loan (if state or federal grants not available) creates risk if revenues are not received or sufficient to pay back the loan. If a website presence is needed during start-up to market the school, it is not listed as start-up budget line-item. It is not clear that base salaries for proposed positions include projected pay increases during the 2016-2017 or 2017-2018 years or if such increases are intended to be budgeted. The revenue source that will be used to purchase the proposed three school buses is not clear. The current per pupil funding rate assumed of \$9,493 (federal, state, local funds) could be reassessed for changes in value effective with the 2016-2017 implementation year. Beyond the start-up budget, specific on-going non-salary operating costs are not included; e.g., materials, supplies, information technology, textbooks, fuel costs for buses, cafeteria costs, etc. It appears building rental and utility costs will be provided in-kind.
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 type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Item #3 only shows projected revenues by source and no corresponding expenditure information to complete the cash flow outlook. Applicant should at least provide a complete expenditure budget for all salary and non-salary line-items by year, as noted in Item #2, to match against projected revenues by year.
4. A description of anticipated fundraising contributions, if applicable.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	The U.S. Department of Education Charter School Start-up Grant is cited in this section as a fundraising contribution; however, this funding is a federal grant subject to various legal requirements. Additional detail should be provided on the strategy and process for obtaining fundraising contributions, in addition to the in-kind facility support that is expected to be provided.

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 Section 22.1-212.14 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>Additional information should be provided as details of the funding agreement with CCPS are further developed.</p>
<p><i>XII. Management and Operation:</i> 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. (Section 22.1-212.7, <i>Code of Virginia</i>) The following elements are addressed:</p>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<p>Discussions with the school division about the management and operation of the charter school are not included. Detail needs to be provided in each of the areas below as noted by comments.</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>There is no description of any discussions to date with the local public school system or board regarding management and operations of the school.</p>

Required Application Components	Does the Response Meet the Criterion?	Comments
2. A description of the functions, roles, and duties of the management committee, the school's leadership, and any other duties shown in the organization chart as defined in Section 22.1-212.6 of the <i>Code of Virginia</i> and its proposed composition and bylaws.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Application does not provide duties of school leadership or function and role of the Governing Council/Board of Directors.

Required Application Components	Does the Response Meet the Criterion?	Comments
<p>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.</p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>The application does not provide sufficient detail on the method for providing meals to students during the school day. Additional details are necessary in order to determine if the arrangement would be viable. The PCA mission includes targeting at-risk students, which would likely include a significant population of economically disadvantaged students whose family income would qualify the student for free or reduced price meals in the U.S. Department of Agriculture (USDA) programs. If it is intended for the school to participate in these programs through contracted services with CCPS Food Nutrition Services, additional information must be determined and provided. While participation in the federally funded USDA school meal programs is optional, it is advisable for this charter school to participate in the USDA meal programs in order to provide access to the same level of nutritious, safe, cost-effective meals as those available to students attending other CCPS schools. CCPS School Nutrition Programs (SNP) could include the charter school as a site in their annual agreement to participate in the National School Lunch and School Breakfast Programs. Logistical details and contractual arrangements would have to be established. Federal and state reimbursement, as well as payments from students, could be used by CCPS SNP to provide meals to students and assist in meeting the costs of such programs, however, any additional costs to CCPS FNS for providing meals to the PCA would have to be provided for in the PCA contract with CCPS SNP. All federal and state regulations governing the school meal programs would have to be followed.</p> <p>School nurses are not provided by the local health department through contact with the local school division. There is insufficient information explaining in detail how any of the services will be provided to children.</p>

Required Application Components	Does the Response Meet the Criterion?	Comments
<p>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 Section 22.1-296.1, of the <i>Code of Virginia</i>.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<p>Please see comments for #3 above.</p>
<p>5. A detailed start-up plan, identifying tasks, timelines, and responsible individuals.</p>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<p>There is no start-up time with task, timelines, and responsible individual provided.</p>
<p>6. A proposed organization chart that clearly presents the school's organization structure, including the lines of authority and reporting between the management committee, staff, and related bodies (such as parent teacher organizations, the school division and any external organizations) that will play a role in managing the school.</p>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<p>Organizational chart contradicts application narrative (example: Narrative indicates that the Governing Council will appoint the principal, but chart shows the principal reporting to the CC School Board.) The Governance Council is not shown on the organization charts in appendices C and D; rather, designations for Board members are shown with no clear lines of authority to staff and relationships to related bodies. Appendix D shows Board members reporting to the principal.</p>
<p>7. Plans for recruiting school leadership and staff.</p>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<p>The plan does not include sufficient details of how recruitment efforts will result in highly-effective school leadership and staff that will meet the mission and vision of the school. Section XII-7 of the application calls for plans for "developing school leadership and staff." A response to this section is missing.</p> <p>Minimal information is provided on page 59 on recruitment of staff and no information is provided on staff development.</p>

Required Application Components	Does the Response Meet the Criterion?	Comments
<p><i>XIII. Employment Terms and Conditions:</i> 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, <i>Code of Virginia</i>) The following elements are addressed:</p>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<p>Additional details and clarification are needed in this section to ensure compliance with the <i>Code of Virginia, Licensure Regulations for School Personnel</i>, and CCPS School Board policies for the employment and evaluation of instructional personnel.</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 type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<p>The plan does not clearly indicate that teachers and administrators will hold current, valid licenses issued by the Virginia Board of Education (VBOE) with the appropriate endorsements for all assignments. The plan must clearly indicate that teachers and administrators will meet all requirements for a license and endorsement as stated in the Licensure Regulations for School Personnel.</p> <p>The plan needs to clearly state how licensure requests for charter school staff will be processed from the local level to the Virginia Department of Education (VDOE). Each public school division in Virginia has a local licensure contact that works closely with the VDOE licensure staff to process licensure requests. Since charter schools are public schools, all licensure requests for charter school staff need to be processed through the CCPS human resources office. Campbell County Public Schools human resources staff will then submit licensure requests for the charter school to the VDOE who in turn issues licenses on behalf of the VBOE.</p>
<p>2. A plan to provide high-quality professional development plans. (Section 22.1-253.13.5, <i>Code of Virginia</i>)</p>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<p>Insufficient details are provided regarding the partnership between CCPS and the charter school for providing high-quality professional development.</p> <p>Section 22.1-253.13.5 of the <i>Code of Virginia</i> requires high-quality professional development in areas that are not addressed in this plan. Areas such as teacher and principal performance evaluation, gifted students, students with disabilities, English language learners, and educational technology need to be addressed in the plan. A review of the requirements provided in Section 22.1-253.13.5 of the <i>Code of Virginia</i> is recommended.</p>

Required Application Components	Does the Response Meet the Criterion?	Comments
3. Provisions for the evaluation of staff at regular intervals and in accordance with state law and regulation.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<p>It is not clear that the charter school will be meeting all teacher and principal evaluation requirements as set forth in the <i>Code of Virginia</i> or if the VBOE’s approved model systems for teacher and principal evaluation will be implemented as set forth in the Uniform Performance Guidelines and Evaluation Criteria for Teachers and the Uniform Performance Guidelines and Evaluation Criteria for Principals.</p>
4. Provisions for a human resource policy for the public charter school that is consistent with state and federal law.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<p>It is not clear what is meant by the “VDOE human resource policy.” It is not the role of the VDOE to establish local school division human resource policies. It is the responsibility of the local school board to set policy, including human resource policies. Chapter 15 of the <i>Code of Virginia</i> along with other chapters and sections of the <i>Code</i> referencing the employment of instructional personnel are not addressed by the applicant.</p> <p>It is not clear in this section that charter school employees will be employed by CCPS and subject to the human resource policies set by the local school board. However, the following is stated in XII.5: “PCA will be part of Campbell County Public Schools and follow all school division policies including the terms and conditions of employment and notification of all employees of the terms and conditions of employment in compliance with state and federal laws.” This statement needs to be clarified.</p>
5. Notification to all school employees of the terms and conditions of employment.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<p>It is not clear that charter school employees will be employees of CCPS. The response only indicates that PCA will be part of CCPS.</p>
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 staff to be hired during the first year and each year until student capacity is reached (e.g., number of classroom teachers with grade level assignments, guidance counselor, teachers of students with disabilities, fine art teachers, librarian, English as a Second Language teacher, reading specialist, mathematics specialist).</p> <p>No staffing plan or chart is provided on page 62.</p>

Required Application Components	Does the Response Meet the Criterion?	Comments
<p><i>XIV. Liability and Insurance:</i> A description of the agreement between the parties regarding their respective legal liability and applicable insurance coverage is provided. (Section 22.1-212.16, Code of Virginia) The following elements are addressed:</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
<p>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.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
<p>2. A justification for each type of insurance coverage sought.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
<p>3. A description of any plans of the public charter school to provide indemnity for the local school division.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
<p><i>XV. Disclosures:</i> 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	
<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 (Section 2.2-3114, Code of Virginia).</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

Required Application Components	Does the Response Meet the Criterion?	Comments
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.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Assurances The certification statement has been signed.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	The hard copy on file contains the original signatures.