

**CAVE CITY HIGH SCHOOL
CAREER AND COLLEGIATE
PREPARATORY SCHOOL**

**CHARTER INTERNAL
REVIEW COMMITTEE
REVIEW AND APPLICANT
RESPONSES**

Cave City High School Career and Collegiate Preparatory School

PRE-APPLICATION MATERIALS

The Arkansas Department of Education requires that all applicants submit a Letter of Intent, outlining a general description of the proposed charter school.

Evaluation Criteria:

- A Letter of Intent was filed with Arkansas Department of Education on time and included all the necessary information

Fully Responsive

PART B EXECUTIVE SUMMARY

The Arkansas Department of Education requires all applicants to include an executive summary.

Evaluation Criteria:

- A mission statement (with content to be evaluated for Prompt #2 of Part C); and
- The key programmatic features of the proposed charter school

Fully Responsive

Concerns and Additional Questions

- Clarify the length of each school day. Different sections of the application indicate that 3 to 5 days will be lengthened, and a waiver request asks to shorten the day.

Applicant Response:

We use the phrase “extended school day” to describe the hours after 3:05 that our campus and facilities are open and available for students and/or community. This is a service that we currently provide to all CCHS students and is not contingent upon the approval of the charter. We included the extended day component to demonstrate our commitment to the success of our students. CCPS will provide this same service; this service will assist in creating flexibility in student schedules by providing extra time and access to campus facilities to allow students the opportunity to complete internet based components of their individualized training programs or online course requirements.

The waiver for a ‘shortened’ day only applies to CCPS students within the charter that are actively participating in a program of study or technical certification program that requires the students to be in training/class after the hours of 3:05 p.m. (as with the Apprenticeship program that will meet on Monday evenings for three hours). This waiver will allow these

students to begin their school day at 9:05, an hour later than the established 8:05 start time, up to three days per week. This waiver will not interfere with or alter the CCSD core course requirements or graduation credit requirements that are currently established.

Remaining Issues: The applicant has not developed a transportation plan for students who will take advantage of extended school hours even though the extended hours are already occurring three times per week.

PART C NARRATIVE DESCRIPTION OF THE PROPOSED CHARTER

C1: PUBLIC HEARING RESULTS

All districts must conduct a public hearing before applying for a district conversion or limited charter school to assess support for the school's establishment. Applicants are asked both to document the logistics of the hearing and to include a narrative of the hearing results.

Evaluation Criteria:

- A thorough description of the results of the public hearing;
- Evidence of public support exhibited at the hearing;
- Documentation of required notice published to garner public attention to the hearing; and
- Documentation of required notices about the hearing being sent to the community, certified school personnel, and parents of all students enrolled at the public school for which the school district initiated the application

Fully Responsive

C2: MISSION STATEMENT

The Mission Statement should be meaningful and indicate what the school intends to do, for whom, and to what degree.

Evaluation Criteria:

- A mission statement that is clear and succinct

Fully Responsive

C3: EDUCATIONAL NEED

The Educational Need section should explain the need for a charter school in the proposed location and the innovative educational option offered by the charter school.

Evaluation Criteria:

- Valid, reliable, and verifiable data substantiate an educational need for the charter; and
- Innovations that would distinguish the charter from other schools

Fully Responsive

Concerns and Additional Questions

- Clarify the length of each school day.

Applicant Response:

We use the phrase “extended school day” to describe the hours after 3:05 that our campus and facilities are open and available for students and/or community. This is a service that we currently provide to all CCHS students and is not contingent upon the approval of the charter. We included the extended day component to demonstrate our commitment to the success of our students. CCPS will provide this same service; this service will assist in creating flexibility in student schedules by providing extra time and access to campus facilities to allow students the opportunity to complete internet based components of their individualized training programs or online course requirements.

CCPS will increase the services provided during this extended hours of the school day. The established length of the district school day will not change and bus services will run at the normal time. However, the extra hour is a service to the students and CCPS will make resources and faculty/staff available to better meet the individual needs of students. CCPS will develop a plan to provide school transportation for the students who will take advantage of the extended services.

Currently, CCSD offers extended school day three days a week. Teachers, facilities, and technology/resources are currently provided for all CCHS students. If charter status is awarded, CCPS is committed to expanding the services and support for students by offering extra interventions, instructions, or preparation as needed on an individual basis; CCPS will also create a plan to provide transportation home for students that need to take advantage of services but cannot provide their own transportation.

CCPS will extend the school year as the need arises, and only for CCPS students. For example, if a senior lacks one course to complete a Technical Certification, then CCPS will expand the school year to accommodate this student’s need and assist the student in the completion of the certification course. CCPS would provide regular school services during the expanded year to include, breakfast services, lunch services, bus services, and facility and resources. This expanded year will be for technical courses only and will not interfere with normal school requirements or coursework.

Remaining Issues: The applicant has not developed a transportation plan for students who will take advantage of extended school hours even though the extended hours are already occurring three times per week.

C4: ACADEMIC ACHIEVEMENT GOALS

The Academic Achievement Goals section should define the performance expectations for students and the school as whole and support the charter’s mission.

Evaluation Criteria:

- Specific goals in reading and mathematics that are clear, measurable, and attainable;
- Valid and reliable assessment tools to be used to measure the goals; and
- Attainment of the goals demonstrate that the charter is meeting the identified educational need for the school and fulfilling its mission

Fully Responsive

Concerns and Additional Questions

- **Provide the baseline year and/or baseline achievement data for the last 4 goals on the list.**
- **Confirm that alternative assessments will be provided to students when included in IEPs.**

Applicant Response:

The data used to determine a baseline for each goal will be established in the 2016-2017 school years. The evaluation of the following goals will be conducted annually each Spring: (1) increasing the number of students participating in job shadowing, industry tours, and/or internships, (2) increasing the number of students that will complete at least 3 hours of college credit upon graduation, (3) increase the number of students participating in a program of study to obtain one industrial certification before graduation, and (4) increase the number of graduates attending college/technical school or workforce earning more than minimum wage.

In addition, CCPS is committed to providing alternative assessments for students as specified in IEPs.

C5: SCHEDULE OF COURSES OFFERED

The Schedule of Courses Offered section should describe the schedules for a week at the elementary level and courses offered at each grade at the secondary level.

Evaluation Criteria:

- Evidence that the charter school meets minimum state requirements of courses offered at appropriate grade levels

Fully Responsive

Concerns and Additional Questions

- Confirm that the process for approval to embed courses, as outlined by the ADE Curriculum and Instruction Unit, will be followed.

Applicant Response:

CCPS will follow the established process for approval to embed courses as outlined by the ADE Curriculum and Instruction Unit.

C6: PROGRAMS AND METHODS TO SUPPORT CORE CLASSES

The Programs and Methods to Support Core Classes section should describe the curriculum for core classes.

Evaluation Criteria:

- A clear description of curriculum, including programs and instructional methods to be used in core classes; and
- An explanation of how the district will pay for all costs associate with the curriculum

Fully Responsive

Concerns and Additional Questions

- Explain what expenses will be reduced to free up NSLA funds to be used for the charter school.
- Provide evidence of commitments from local businesses to donate funds to support scholarships for students to help offset the cost of tuition and supplies. Explain the student eligibility criteria and projected award amounts for these scholarships.

Applicant Response:

The purpose of NSLA funds is to create equity between students regardless of family income. Low-income students face obstacles such as lack of funding for concurrent coursework that other students do not face. Using NSLA funds for technical programs and concurrent credit coursework is a way to close the achievement gap and improve educational outcomes in accordance with the annual ACSIP. \$100,000 of NSLA funding was budgeted for technical programs and concurrent credit courses for the 2015-2016 school year. These funds were previously used for technology; however, money was reallocated from Title I to cover technology needs and \$200,000 is still allocated from NSLA for technology. CCSD's percentage of students qualifying for the lunch program has also increased for the 2015-2016 school year. These additional funds will be used for tuition/resources/supplies for the charter school students.

In addition, CCPS will pursue collaborative efforts and supports from area businesses to support implemented programs of study. For example, First Community Bank of Sharp

County has recently agreed to sponsor the Certified Nursing Assistant program on the CCPS campus. The agreement states that FCB will commit to \$6,000 for start-up costs and \$3,500 for the 2016 school year. Collaborative efforts will be re-evaluated in 2017 to determine if sponsorship funding should be continued, altered, or discontinued (See Appendix A). A similar collaborative effort has been established with the Bank of Cave City. BCC has agreed to donate \$5,000 for costs associated with the Certified Welder program implemented in fall of 2015. Although this program was established before the charter status was achieved, nonetheless, the program of study will fall under the charter waivers for the duration of the program.

Remaining Issues: It remains unclear that the committed funding is adequate to provide the programs discussed.

C7: EDUCATIONAL PROGRAM

The Educational Program section should describe the educational foundation of the school and the teaching and learning strategies that will be employed.

Evaluation Criteria:

- A clear description of the proposed educational program, including but not limited to the foundational educational philosophy and curricular and instructional strategies to be employed;
- An educational program with ample resources to ensure that students achieve academic goals and excel; and
- A description of the grade levels and maximum enrollment, by year, if the charter plans to grow over time.

Fully Responsive

Concerns and Additional Questions

- **Confirm that IEPs will be followed with digital and online learning.**
- **Explain how it was determined that one hour a day will be sufficient for providing students with access to technology.**
- **Explain the minimum graduation requirements for students within the new parameters established by this charter proposal.**

Applicant Response:

CCPS is committed to affording all students equal opportunities for success. CCPS is committed to adhering to the established IEPs for students currently taking online and digital learning courses. CCPS will meet this objective by keeping open lines of communication with the collaborating post-secondary institution and instructors. Instructors in technical program courses and concurrent credit courses will be provided a copy of

students' IEPs and 504 plans. In addition, the disability support services at each institution will be contacted to ensure students receive accommodations according to the Americans with Disabilities Act.

According a study published in The Journal of Education Research in 2014, the amount of homework completed and the perceived quality of time management positively and significantly effects the academic achievement of adolescent students (Nunez, J., Suarez, N., Rosario, P., Vallejo, G., Cerezo, R., & Valle, A.). CCPS believes that one hour per day for three days a week is a good balance for homework support and time management for homework to increase success rates in online courses for 9-12 grade students. However, if the need for additional time becomes apparent, then CCPS will make further modifications to the extended hours to accommodate student need.

CCPS graduates will adhere to graduation requirements set forth by CCSD and Arkansas Department of Education. The minimum graduation requirements will not change for students within the newly established charter.

C8: CHARTER MODEL

Evaluation Criteria:

- Specific reasons why it is critical for the district to have a charter school rather than implementing the plan outlined in the application on an existing traditional campus

Fully Responsive

C9: AUTONOMY

Evaluation Criteria:

- A clear description of all the ways in which the charter school will have more autonomy than traditional schools in the district, specifically pertaining to personnel, budget, day-to-day operations, and the school calendar

Fully Responsive

Concerns and Additional Questions

- Explain the ways in which developing and managing the budget and day-to-day operations will be conducted differently from other schools in the district.
- Explain how many days a week the school day will be extended.

Applicant Response:

Developing and managing the budget and day-to-day operations of CCPS will be somewhat different than other schools in the district. Since CCPS will be housed on the high school campus (CCSD only has one high school within the district), the management of CCPS will

be similar to that of the current high school budget and daily management protocols. However, CCPS will be different in that there will be associated costs for each implemented program of study. A budget will be needed to manage expenditures and debts accrued within the charter. CCPS will operate under the same autonomy as CCHS and will require the signature of administration before the purchase or distribution of resources. The CCPS budget will include debits and credits for (1) operations of programs of study, (2) certification programs, (3) technical courses, (4) online college courses, (5) embedded courses, (6) and concurrent credit college courses. CCPS will operate under the constraints of the current CCSD budget policy of getting an approved purchase order prior to every purchase.

CCPS will offer expanded hours three days a week; however, if there is a student need for additional days or hours then CCPS will make accommodations to meet this need.

C10: SCHOOL IMPROVEMENT PLAN

Evaluation Criteria:

- Meaningful and realistic ways to involve licensed employees and parents in developing and implementing the school improvement plan, identifying performance criteria, and evaluating the effectiveness of the improvement plan
- A plan that addresses how the charter school will improve student learning and meet the state education goals

Fully Responsive

Concerns and Additional Questions

- Explain what is meant by “these committees” in the last sentence of the response.

Applicant Response:

‘These committees’ refers to the stakeholders, parents, licensed faculty, and business partners that make up the school improvement committee as required by the current ACSIP for all public school districts.

C11: CURRICULUM ALIGNMENT

The Curriculum Alignment section should define the process by which the charter will ensure that the curriculum aligns with Arkansas Curriculum Frameworks and state standards.

Evaluation Criteria:

- Evidence that the applicant has a process to ensure all curriculum materials, used in the educational program, align with the Arkansas Department of Education’s curriculum frameworks and the Common Core State Standards

Fully Responsive

C12: STUDENT SERVICES

The Student Services section should describe how the school will address specific services for its student body.

Evaluation Criteria:

A description of the ways in which the following services will be provided to students **even in each area for which a waiver is requested:**

- A guidance program that will serve all students;
- A health services program that will serve all students;
- A plan for a media center for use by all students;
- Sound plans for educating special education students that reflect the full range of programs and services required to provide such students with a high quality education;
- A transportation plan that will serve all **eligible** students;
- An alternative education plan for eligible students, including those determined to be at-risk and to offer access to one or more approved Alternative Learning Environments;
- A plan to serve students who are English language learners; and
- Plans for a gifted and talented program for eligible students

Partially Responsive

Concerns and Additional Questions

- **Explain how students will receive counseling services related to non-academic issues or in times of crises.**
- **Specify that special education services will be provided by a licensed special education teacher.**
- **Discuss what is meant by extended year mentioned in the transportation section.**
- **Explain the number of days per week the school day will be extended.**
- **Explain how the social and emotional needs of Gifted and Talented students will be addressed.**

Applicant Response:

The current CCHS counselor will continue to serve CCPS students as well as CCHS students on or off campus and during times of crisis. Counseling services related to non-academic issues or in times of crisis will be provided to CCPS students in the same manner that these services are provided to CCHS students. Students that received counseling services within CCPS will be provided the same resources, confidentiality, and time as provided for CCHS students. CCPS counselor will work closely with post-secondary counseling services as needed.

A licensed special education teacher will provide Special Education services for CCPS students. CCPS will adhere to all laws pertaining to special education as determined by the Arkansas Department of Education.

Transportation will be provided to CCPS students that take advantage of the extended day

services. Unless transportation is provided by CCPS, students in need may not be able to take advantage of the extended services as needed. Therefore, CCPS is committed to providing a means of transportation for these students. In addition, should the need arise to extend the school year (only in the case of specific immediate needs to complete a program of study), CCPS is committed to providing transportation for the students that need this service.

Initially, CCPS is committed to extending school resources, support, and services three days per week; however, CCPS is open to altering this service to meet the needs of students.

CCPS is dedicated to meeting the needs of all students. Specifically, CCPS is dedicated offering 6 advanced placement courses, expanding online and college courses, as well as embedded courses to meet the needs of Gifted and Talented student population. GT students will have the opportunity to achieve up to 60 college credit hours upon graduation. In addition, GT students will be able to complete a technical or certified program of study to advance their career after graduation and/or while achieving their college aspirations.

Remaining Issues:

- The applicant did not explain how the social and emotional needs of G/T students will be met.
- The applicant has not developed a transportation plan for students who will take advantage of extended school hours even though the extended hours are already occurring three times per week.

C13: ANNUAL PROGRESS REPORTS

The Annual Progress Reports section should define how the academic progress of individual students and the school as a whole will be measured, analyzed, and reported.

Evaluation Criteria:

- A timeline for data compilation and completion of an annual report to parents, the community and the authorizer, separate from the district's annual report to the public, that outlines the school's progress;
- A plan for dissemination of the annual report to appropriate stakeholders

Fully Responsive

Concerns and Additional Questions

- Confirm the understanding that ACT Aspire scores will not be available “at the conclusion of each school year.”

Applicant Response:

CCPS recognizes that ACT Aspire scores will not be available at the conclusion of each school year. Therefore, CCPS will make the annual report to the public available on the district website without the ACT Aspire data. This report will be updated in the fall, once the ACT Aspire results are made available.

C14: ENROLLMENT CRITERIA AND PROCEDURES

The Enrollment Criteria and Procedures section should describe how the school will attract and enroll its student body, including any criteria for admission and enrollment. Applicants must also provide assurances for a random, anonymous lottery selection process.

Evaluation Criteria:

- A student recruitment plan that will provide equal opportunity for all parents and students to learn about and apply to the school
- An enrollment and admissions process that is open, fair, and in accordance with applicable law
- A process for, and a guarantee of, a random, anonymous lottery process should there be more student applications than can be accommodated under the terms of the charter

Fully Responsive

Concerns and Additional Questions

- **Explain if all Cave City High School students will attend the proposed charter or if the proposed charter would operate as a school within a school.**

Applicant Response:

Not all CCHS students will attend the proposed charter; the proposed charter will operate as a school within a school. Therefore, if a student transfers to CCSD to take advantage of the opportunities provided through CCPS, those students will also be considered students of the CCSD.

C15: PRIOR CHARTER INVOLVEMENT

Evaluation Criteria:

- A complete Prior Charter Involvement Template for each individual connected with the proposed charter;
- Accurate data in each Prior Charter Involvement Template, including active links to assessment data

Fully Responsive

C16: STAFFING PLAN

The Staffing Plan section should describe the job duties of the school administrator(s) and other key personnel. This section should also describe the professional qualifications which will be required of employees.

Evaluation Criteria:

- A job description for the school administrators and other key personnel, including but not limited to counselors and teachers;
- An outline of the professional qualifications required for administrators, teachers, counselors, and others; and
- A staffing plan that clearly outlines both the types and numbers of positions to be filled at the school and salary scales for such positions

Fully Responsive

Concerns and Additional Questions

- **Provide qualifications for all staff listed in the staffing plan.**

Applicant Response:

Professional qualifications for staff listed in the staffing plan:

Superintendent- Minimum qualifications include (1) current/valid Arkansas Superintendent License

Administration (Principal and/or Assistant Principal)- Minimum qualifications include (1) current/valid 7-12 Arkansas Administrator License, and (2) at least three years as of relevant classroom teaching experience.

Charter Director- Minimum requirements include (1) current/valid 7-12 Arkansas Administrator License, and/or (2) Current/Valid 7-12 Arkansas Teacher License, and (3) at least three years as of relevant classroom teaching experience.

Counselor- Minimum requirements include (1) current/valid 7-12 Arkansas Counselor License, and (2) at least three years as of relevant experience in a high school setting.

Career Coach- Minimum requirements include (1) current/valid 7-12 Arkansas Teacher license, and/or (2) Current/Valid certification as a Career Coach as established by the Arkansas Department of Career Education

Teacher- Minimum requirements include (1) current/valid 7-12 Arkansas Teaching License

C17: ARKANSAS PUBLIC SCHOOL COMPUTER NETWORK ASSURANCES

The Arkansas Public School Computer Network (APSCN) Assurances section should provide documentation of the applicant’s understanding of and participation in the required state finance and educational data reporting system.

Evaluation Criteria:

- Assurance that the charter school will participate in APSCN and will comply with all state statutory requirements regarding the APSCN finance and educational data reporting system

Fully Responsive

C18: FACILITIES

The Facilities section should identify and describe the facilities to be used by the school and any changes to be made to the facilities.

Evaluation Criteria:

- An identified facility appropriate to meet the needs of the school over the term of its charter
- A realistic plan for remodeling or adapting a facility, if necessary, to ensure that it is appropriate and adequate for the school's program, the school's targeted population, and the public
- Evidence that the school understands the costs of securing and improving a facility and has access to the necessary resources to fund the facility plan
- A sound plan for continued operation, maintenance, and repair of the facility

Fully Responsive

C19: FOOD SERVICES

This section should describe how the school will address food services for its student body.

Evaluation Criteria:

- A food service plan that will serve all eligible students
- A management plan that reflects a clear understanding of federal law and requirements if the charter school plans to participate in the National School Lunch program

Fully Responsive

C20: PARENTAL INVOLVEMENT

The Parental Involvement section should describe how parents or guardians of enrolled students, the school employees, and other members of the community will make a positive impact on the school and its educational program.

Evaluation Criteria:

- A plan for involving parents and guardians in the school's education program
- A proposal that involves the parents of students, employees and the broader community in carrying out the terms of the charter

Fully Responsive

C21: DESEGREGATION ASSURANCES

The Desegregation Assurances section should describe the applicant's understanding of applicable statutory and regulatory obligations to create and maintain a unitary system of desegregated public schools.

Evaluation Criteria:

- Assurance that the charter school will comply with all applicable federal and state statutory and regulatory requirements regarding the creation and maintenance of desegregated public schools
- An outline of the potential impact of the proposed charter school on those desegregation efforts already in place in affected public school districts

Fully Responsive

C22: SUSTAINABILITY OF THE PROGRAM

The Sustainability section should describe the applicant's plan to ensure continued success of the charter school over time.

Evaluation Criteria:

- The plan to ensure the sustainability of the charter in the future

Fully Responsive

Concerns and Additional Questions

- Explain the plan to generate financial assistance needed to sustain the school beyond its initial five years.

Applicant Response:

CCPS will work diligently to obtain business partnerships/sponsorships for the technical programs of study within the charter. In addition, CCPS will work to establish support for college courses, tuition, and associated costs for online, concurrent credit, and college courses for all CCPS students. CCPS has no anticipation of, or intent upon, establishing a fee to be imposed upon CCPS students.

CCPS will continue to seek community support to maintain the resources and services offered through the charter. Such collaborative efforts have already been established with First Community Bank of Sharp County, Bank of Cave City, and the National Apprenticeship Training Foundation.

CCPS believes that the longevity of the charter will be contingent upon financial support from community businesses and industry. In addition, CCPS understand that the best way to

ensure this monetary support continues, is to provide local business and industry with a qualified workforce pool.

Remaining issues: It remains unclear that community and industry support will be adequate to fund the charter over time.

C23: WAIVERS

The Waivers section should discuss all waivers requested from local or state law.

Evaluation Criteria:

- Each law, rule, and standard by title, number, and description for which a waiver is requested
- A rationale for each waiver request
- An explanation of the way that each waiver would assist in implementing the educational program of the charter and/or fulfilling the charter’s mission

Fully Responsive

Partially Responsive

Not Responsive

Concerns and Additional Questions

See legal comments.

OTHER:

- Provide calendar that shows the number of school days and employee days.
- Complete the following table with the grade levels and maximum enrollment to be served by year:

School Year	Grade Levels	Maximum Enrollment
2016-2017	9-12	1,200
2017-2018	9-12	1,200
2018-2019	9-12	1,200
2019-2020	9-12	1,200
2020-2021	9-12	1,200

Remaining Issues:

- **The 2014-2015 enrollment for Cave City High School was 401. Although it is stated that not all Cave City High School students will be part of the Career and College Preparatory School, an enrollment cap of 1,200 is requested for the charter.**
- **The applicant response to comments about C-5, Schedule of Courses Offered, states, “CCPS will follow the established process for approval to embed courses as outlined**

by the ADE Curriculum and Instruction Unit.” However, in response to legal comments that a waiver is not necessary to embed courses, the applicant response states, “The Applicant asks permission to seek approval of its request to embed courses through this conversion charter application. If such permission is denied, the Applicant will follow the approval process set forth in the ADE Standards Rules.”

Applicant Response: Proposed Calendar

July	Principal will schedule two days for advisor training
August 2, 3	Academic Advising Seniors, Academic Advising Sophomores and Juniors
August 4	Academic Advising Freshmen
August 9	1 st Registration for Concurrent Courses
August 15	First Day of School
August 19	Registration Closes for Concurrent Courses
September 6	First day of Computer Lab/Concurrent Lab open until 4
September 15	P/T Conferences
October 13/14	9-weeks tests
December 20	Last day first semester
December 21-Jan 1	Christmas Break
January 2	Second Semester Begins
March 9/10	3 rd 9-weeks tests
March 1-17	Personal Success Plans Conferences, Parent & Students
March 16	P/T Conferences
March 20-24	Spring Break
April 14	Good Friday
May 6	Last day of Computer Lab/Concurrent Lab open until 4
May 18	Last day of school
May 23-26	ACT Preparatory Course
May 30-June 2	ACT Preparatory Course
June 5-June 9	ACT Preparatory Course
June 10	June ACT @CCHS
Late May/Early June	Summer Term I Courses begin with Ozarka/UACCB at CCHS

- Calendar does not include snow days or state mandated testing days including interim assessments. Faculty training will also include state mandated training in June-August.
- 178 Student interaction days
- 2 Parent Teacher conference days
- 10 Professional Development days for Teachers
- ACT Preparatory Courses will not take the place of 178 required days
- Summer Terms will not take the place of 178 required days
- After school Computer Lab/Concurrent Lab open will not count as additional seat time
- Charter school will operate with same district calendar

Applicant Response: Appendix A



Where community comes first.

Dale Cole
Chairman & CEO

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P.O. Box 4327
Batesville, AR 72503
(870) 612-3400
(870) 612-3412 FAX

October 19, 2015

Cave City School District
711 N Main St.
Cave City, AR 72521

To Whom It May Concern:

First Community Bank fully supports Cave City High School's request to become a conversion charter. It is clear that CCHS is committed to bringing the very best opportunities to their students.

CCHS Career and Collegiate Preparatory School (CCPS) and FCB have partnered to help prepare students for life after graduation and to help bring a higher quality workforce to local businesses.

FCB has agreed to sponsor a Certified Nursing Assistant program located on the CCHS CCPS campus. The program will do two things (1) it will allow students that are seeking a career in the medical field the rare opportunity to develop skills in high school that will assist them in obtaining a job while pursuing their college degree, and (2) it will allow those students that choose not to attend college directly after high school an opportunity to obtain meaningful employment at or above minimum wage.

FCB will offer monetary support in the amount of \$6,000 for the start up cost of the program and to fund the initial tuition costs for ten current high school students. FCB has also agreed to a reoccurring donation of \$3,500 per year for the next three consecutive years that will fund ten high school students' tuition costs each year. At the end of the three years, FCB will review the program's performance and strongly consider continued funding.

Sincerely,

Dale E. Cole
Chairman & CEO
First Community Bank

**LEGAL REVIEW OF
WAIVER REQUESTS
AND RESPONSES**

Red=Waivers not previously requested, need additional discussion, or have remaining issues

Green=Waivers previously granted, no remaining issues

Information provided by Applicant is in italics.

**Cave City High School Career and College Preparatory School
Waivers Requested in Original Application
2015 District Conversion Application**

1. Professional Development (withdrawn)

Ark. Code Ann. § 6-17-701 et seq.

Section 15.04 of the ADE Rules Governing the Standards for Accreditation

ADE Emergency Rules Governing Professional Development

To the extent that a waiver is necessary, the Applicant requests a waiver of the mentioned statutes and ADE Rules for the sole purpose of not requiring its non-licensed instructors to meet the state's teacher professional development requirements. This waiver will apply to Technical areas only, no core areas. CCPS's first choice will be to utilize the technical staff through a collaborative higher education institution or technical school. However, in the event that CCPS does employ an expert in a high need technical area to lead instruction of CCPS students, that person will meet Highly Qualified Teacher requirements as set by the ADE, with the exception of licensure. In addition CCPS will establish its own training to acclimate new, unlicensed teachers to their teaching roles. This waiver will allow CCPS to utilize higher education technical instructors without placing additional professional development requirements on those instructors. CCPS feels that higher education instructors will be more eager to collaborate with the understanding that there are no extra trainings involved. This waiver will help CCPS meet its established goal of increasing the number of students participating in a program of study to obtain at least one industrial certification before graduation.

Legal Comments: This waiver is not necessary. Non-licensed educators do not have to follow the professional development requirements.

Applicant Response: In light of the ADE's Legal Comments, the Applicant wishes to withdraw this waiver request.

Remaining Issues: None

2. Physical Education as Embedded Course

Ark. Code Ann. § 6-16-132

Section 9.03.4.9 of the ADE Rules Governing the Standards for Accreditation

Section 7.0 of the ADE Rules Governing Nutrition and Physical Activity Standards and Body Mass Index for Age Assessment Protocols in Arkansas Public Schools

Red=Waivers not previously requested, need additional discussion, or have remaining issues

Green=Waivers previously granted, no remaining issues

Information provided by Applicant is in italics.

The Applicant requests a waiver of the above mentioned requirement only for those students that compete on the school's Golf, Tennis, Track, and Cross-Country and Cheerleading teams, as these sports teams have practice and competitions which extend outside the regular school day. The teachers and coaches in these extra-curricular activities will provide instruction in the named sports and will embed the Physical Education curriculum into the sports instruction. Teacher/Coaches in these areas will meet all curriculum and framework guidelines. These extra curricular activities are not required in CCPS curricula, students not participating in the mentioned sports will comply with ADE regulations regarding Physical Education in the traditional sense (meaning they have a practice period built into their regular school day). This waiver will help CCPS meet its state goal regarding increased number of students that will complete at least three hours of college credit upon graduation. Embedding PE curriculum into the schedules of students if the need arises. This flexibility will be needed for juniors and seniors that are completing their value added diploma. CCPS will not alter the PE standards or expectations by embedding the course; instead, CCPS will closely monitor teachers/coaches by requiring lesson plans that are directly tied to PE requirements. See Sample Lesson with embedded PE Appendix #9.

Legal Comments: Waivers are not necessary to embed courses. The applicant should seek course approval for its embedded course(s).

Applicant Response: The Applicant asks permission to seek approval of its request to embed courses through this conversion charter application. If such permission is denied, the Applicant will follow the approval process set forth in the ADE Standards Rules.

Remaining Issues: On page 5 of its response, the applicant indicates it will comply with the course approval process. Although waivers can be granted to embed courses, the Charter Authorizing Panel has recently preferred schools to proceed through the course approval process for embedding courses so the school will have the necessary course codes.

3. Licensure

Ark. Code Ann. §6-15-1004 Qualified teachers in every public school classroom

Ark. Code Ann. § 6-17-302 Public School Principals- Qualifications and responsibilities

Ark. Code Ann. § 6-17-309 Licensure- Waiver

Ark. Code Ann. § 6-17-401 Teacher's license requirement

Ark. Code Ann. § 6-17-919 Warrants void without valid certificate and contract

ADE Rules – Licensure- Educator Licensure

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Standards for Accreditation 15.02 and 15.03

The Applicant is requesting this waiver to the extent that it may be necessary to utilize an individual employed by a higher education institution or technical institution who possess outstanding credentials and/or work history but do not hold a valid Arkansas Teaching License. Any individual utilized in this manner will meet all other requirements such as Highly Qualified Teacher status, criminal background check, and Child Maltreatment Registry checks. In addition, this waiver may be utilized when no other option is available. This waiver will allow CCPS students to take technical courses or college level courses and received graduation credit for those courses even though the instructors do not hold a valid teaching license. However, this waiver will be used mostly (if not totally) for instruction of non-core courses. In the event that CCPS employs a non licensed expert to teach on campus, CCPS will provide training for the non-licensed instruction to help them acclimate the classroom setting. This waiver will allow CCPS flexibility to offer technical courses that would not otherwise be available for low-income/poverty students in a traditional public school setting. This waiver is needed to help CCPS meet two goals 1) increase the number of students participating in job shadowing, industry tours, and/or internship/apprenticeship programs; 2) increase the number of graduating seniors that will attend college or technical school or will enter the workforce at entry-level or higher positions paying more than minimum wage.

Legal Comments: None

Remaining Issues: None

4. Planned Instructional Day

Standards for Accreditation Section 10.01.4

With the Personalized Success Plans that will be developed for each individual student of the charter, each student will earn a value-added diploma. CCSD is requesting a waiver for the Planned Instructional Day stipulations to better individualize offerings throughout the charter while still meeting all curriculum requirements. These individual needs may be met in less than thirty hours per week. It is important to note that even though these students' schedules may look different, traditional education will still be occurring throughout the instructional day and week as usual. And, these students will comply with all other educational activities and instruction that occur during any time remaining after completing their various technical courses. In addition, CCPS would like the option to shorten the school day for two hours for 4 days per week only for students of specific technical certification programs. For example, students involved in the Electrician Apprenticeship program through NATF will meet one evening per week for four hours. CCPS would like to shorten the day Monday through Thursday, allowing those students' school day to begin at 10:00 instead of 8:00. CCPS would like to allot time to students to use for study time, internships homework, or make-up work. This waiver will help CCPS achieve the goal regarding increased number of students participating in internships

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and/or apprenticeships.

Legal Comments: In order to effectuate this waiver, the Applicant also needs a waiver of Ark. Code Ann. § 6-16-102.

Applicant Response: The applicant wishes to amend this waiver request to include a waiver of Ark. Code Ann. § 6-16-102.

Remaining Issues: None

5. Required Clock Time for Unit of Credit

Standards for Accreditation 14.03

The Applicant requests a waiver for seat time requirements to allow the integration of necessary graduation credit courses with other courses. This waiver will allow CCPS the opportunity to create flexibility in student schedules to allow for more substantial instruction in relevant and meaningful career pathways to meet the goals determined in students' Personalized Success Plan. In addition, the Applicant assures that the granting of this waiver will not create a dilution of the coursework required to meet all necessary standards and frameworks for the affected courses. We will adhere to the full curriculum alignment with the Arkansas frameworks, and will be glad to submit to the ADE and/or the Charter Authorizing Panel any information necessary in this regard. This waiver will help CCPS achieve the goal regarding increased number of students participating in internships and/or apprenticeships.

Legal Comments: None

Remaining Issues: None

6. Health and Safety Education (Embedding Curriculum) (withdrawn)

Standards of Accreditation Section 9.03.4.9

The Applicant is asking for a waiver of the mentioned requirement with the stipulation that the state established course curricula be embedded within other courses to be provided and determined by the conversion charter school. CCSD pledges that the charter students will receive instruction concerning the educational standards in Health and Safety Education class that meets or exceeds the current state curriculum requirements through embedding the curriculum within the students' required coursework. Specifically, the Applicant requests to embed Health curriculum in courses where there is an obvious overlap of curriculum frameworks (i.e. Health and Safety Education curriculum within varying Allied Health and Industrial Technology courses). CCPS would like to state that there is no intent to waive the .5 unit for Health. CCPS would like to be awarded this waiver with the understanding that Health curriculum will be embedded into courses only in the event there is obvious overlap in the course

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frameworks and for the sole purpose of creating future flexibility in student schedules for the purpose of obtaining a value added diploma. This waiver will help CCPS meet the goal to increase the number of students completing a program of study to obtain at least one industrial certification before graduation.

Legal Comments: Waivers are not necessary to embed courses. The applicant, if approved, should seek course approval for its embedded course.

In light of the ADE's Legal Comments, the Applicant wishes to withdraw this waiver request.

Remaining Issues: None

7. Licensed Library Media Specialist

Ark. Code Ann. § 6-25-103 & 104

Standards for Accreditation 16.02.3

CCSD is required to have a Licensed Media Specialist overseeing the library during all school hours. The Applicant is seeking a waiver of this requirement in order to utilize a library aide to manage hourly duties as assigned by the Media Specialist. This aide will allow the Media Specialist to leave the library for an hour at a time to focus attention on assisting students with Personalized Success Plans and meet the individual needs of students. The waiver will also allow the Media Specialist to work with CCPS staff in locating resource for classroom instruction and instructional materials concerning career pathway or college/concurrent credit courses. The Library/Media Center will be an environment where anytime/anywhere learning transpire complete with a certified Library Media Specialist or a trained Library Aide available during school hours. This waiver will allow CCPS the flexibility to utilize the Library Media Specialist outside his/her statutory role, and will allow CCPS to use an aide (employee of CCDS to fulfill some of the statutory required functions. For example, CCPS Library Specialist is also certified to teach Comp I & II, this waiver will allow CCS to have an aid in the Library to free up the current Librarian in order to offer this course on-campus. This waiver will help CCPS meet the goal of increasing the number of students that will complete at least three hours of college credit upon graduation.

Legal Comments: None

Remaining Issues: None

**ADE LEGAL
DESEGREGATION
ANALYSIS**



MEMO

DATE: November 6, 2015

TO: Charter Authorizing Panel

FROM: ADE Legal Staff

SUBJECT: Desegregation Analysis, District Conversion Public Charter School Applications

I. Introduction

Five public school districts submitted applications for district conversion charter schools:

- Cave City School District, proposing a charter school to provide instruction in grades nine (9) through twelve (12) with an enrollment cap of 1,200 students;
- Fayetteville School District, proposing a charter school to provide instruction in grades kindergarten (K) through twelve (12) with an enrollment cap of 500 students;
- Gentry School District, proposing a charter school to provide instruction in grades nine (9) through twelve (12) with an enrollment cap of 500 students;
- Hot Springs School District, proposing a charter school to provide instruction in grades nine (9) through twelve (12) with an enrollment cap of 1,200 students;
- Springdale School District, proposing a charter school to provide instruction in grades kindergarten (K) through twelve (12) with an enrollment cap of 2,000 students.

II. Statutory Requirements

Ark. Code Ann. § 6-23-106(a) requires the applicants for a charter school, the board of directors of the school district in which a proposed charter school would be located, and the authorizer to “carefully review the potential impact of an application for a charter school on the efforts of a public school district or public school districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.” Ark. Code Ann. § 6-23-106(b) requires the authorizer to “attempt to measure the likely impact of a proposed public charter school on the efforts of public school districts to achieve and maintain a unitary system.” Ark. Code Ann. § 6-23-106(c) states that the authorizer “shall not approve any public charter school under this chapter or any other act or any combination of acts that hampers, delays, or in any manner negatively affects the desegregation efforts of a public school district or public school districts in this state.” This analysis is provided to inform the decision-making of the authorizer with regard to the effect, if any, of the proposed charter schools upon the desegregation efforts of a public school district.

III. INFORMATION SUBMITTED BY THE APPLICANT AND THE AFFECTED SCHOOL DISTRICTS

Each applicant addressed Desegregation Assurances in its application. The Department is unaware of any desegregation-related opposition to these applications from any other school district. Each applicant's desegregation analysis is attached to this memo.

IV. ANALYSIS FROM THE DEPARTMENT

"Desegregation" is the process by which a school district eliminates, to the extent practicable, the lingering negative effects or "vestiges" of prior *de jure* (caused by official action) racial discrimination.

As stated above, Arkansas law does not allow the authorizer to approve any public charter school that "hampers, delays, or in any manner negatively affects the desegregation efforts" of a public school district. Ark. Code Ann. § 6-23-106(c). The Supreme Court noted in *Missouri v. Jenkins*, 515 U.S. 70, 115 (1995):

[I]n order to find unconstitutional segregation, we require that plaintiffs "prove all of the essential elements of *de jure* segregation -- that is, stated simply, a current condition of segregation resulting from *intentional state action directed specifically* to the [allegedly segregated] schools." *Keyes v. School Dist. No. 1*, 413 U.S. 189, 205-206 (1973) (emphasis added). "[T]he differentiating factor between *de jure* segregation and so-called *de facto* segregation . . . is purpose or *intent* to segregate." *Id.*, at 208 (emphasis in original).

V. CONCLUSION

The Department is unaware of any data demonstrating that any of the proposed charter schools are motivated by an impermissible intent to segregate schools. However, the authorizer should carefully examine the proposed charter school applications in an attempt to determine whether there are legitimate, non-racially motivated reasons for the charter schools' existence.

Additionally, only one conversion charter school applicant, the Hot Springs World Class High School, would operate in a school district that is subject to a desegregation order. As noted by the applicant, the conversion charter school will not impede the Hot Springs School District's obligations to participate in inter-district school choice as provided in the controlling desegregation order.

goals. Student academic progress reports will be used to update parents and/or guardians, and will be available at week 3, 5, and 7 of every academic quarter. Parents/Guardians also have daily access to student progress through Home Access Center (HAC) link that is found on the CCSD website. Parents, guardians, and community members will also be invited to attend academic celebrations such as Academic Awards Banquets, EAST/Radio/TV Awards Banquets, Academic Signing Day celebrations, and Athletic Signing Day celebrations to share in the celebration of success at CCPS.

3. Other members of the community will be asked to serve in an advisory capacity for different programs of study and career pathway course selection. CCPS will actively seek the input of community leaders who have been recognized as leaders in business, industry, entrepreneurship, education and service to serve on advisory panels. The input of these individuals will play a key role in driving the course offerings, programs of study added, course content, and skills taught within CCPS. Some community members will be utilized as resources to connect the theories taught in the classroom to real world practice. These community members will be invited to speak to students as guest speakers to offer advice and training on soft skills, application processes, interview processes, and assist in project based learning. As students build relationships with local business leaders through projects and real-life scenarios, they are also making connections and building skills needed for workforce or college careers. Strong community connection will be a vital component of the success of CCPS in our community.

21. Describe the potential impact of the proposed public charter school on the efforts of affected public school district(s) to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.

Applicant Response:

The Cave City School District's receipt of a conversion charter for its high school will have no effect on any Arkansas public school districts' efforts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools. All potential students of CCPS, as stated in our response to #12, must be eligible to attend classes in the Cave City School District. The Cave City School district is not under any federal desegregation order or court-ordered desegregation plan, and neither are our surrounding districts. Nothing in the operation of CCPS will hamper, delay, or in any manner negatively affect the desegregation efforts of any public school district or public school districts in this state.

22. Explain what the charter founders and other leaders are doing or will do to ensure the success of the charter school in perpetuity.

Applicant Response:

Cave City School District and the leaders of CCPS are committed to ensuring the success of the charter. It is evident by the projected financial commitment of CCSD to the implementation of the charter that this district is fully vested in the success of the school. CCSD had pledged close to 400K over the next five years to sustain CCPS; however, without financial help, the continued growth of CCPS may be limited. The 'easy' part is to