

## Career Academy of Siloam Springs

### PART A - GENERAL INFORMATION

School District:	Siloam Springs School District
Grade Levels:	9-12
Enrollment Cap:	250
Address of Proposed School:	700 North Progress, Siloam Springs, AR 72761

### 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)  
The key programmatic features of the proposed charter school

**Fully Responsive**

## **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
- 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,
- Innovations that would distinguish the charter from other schools

**Fully Responsive**

## 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

## C5: 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
- Specific reasons that the school would be viable
- A description of the length of school day and school year that meets minimum state requirements

### Partially Responsive –Fully Responsive (Based on Response)

### Concerns and Additional Questions

Clearly explain the configuration of the charter school. Explain the following:

- If the entire high school is applying to convert to charter status

Upon review of the comments from the ADE team, we have re-evaluated our original application and have decided our students would be served more effectively and efficiently by converting Siloam Springs High School, in its entirety, to a conversion charter school.

- The number of students per grade level to be charter students

Based on the fact that we have decided to convert the entire high school to a conversion charter school, we have refigured our numbers for each grade based on a possible 2-3% annual growth. The conversion charter will serve 100% of each grade 9-12. The following details the new total number of students per grade level:

9<sup>th</sup>—400

10<sup>th</sup>—400  
11<sup>th</sup>—400  
12<sup>th</sup>—400  
Total of 1,600

If it is the intention of the district to have students at two campuses, one campus as a charter school, and one campus as a traditional high school, explain how the district plans to report the students for purposes of funding and academic accountability.

It is not the intent of the Siloam Springs School District to have separate campuses for the charter school and the traditional high school students. The conversion charter will operate at the physical address of Siloam Springs High School, 700 North Progress Avenue, Siloam Springs, AR 72761.

Confirm the understanding that if the plan is to offer only certain classes to comprise the charter, the school would not meet the federal definition of a public charter school as it would not provide “a program of elementary or secondary education or both.”

The Siloam Springs School District has made the decision to convert the entire campus of Siloam Springs High School to a conversion charter school. Siloam Springs High School students will have multiple curricular options within the conversion charter high school. Students may choose a traditional high school curriculum, an Advanced Placement curriculum, or the hands-on vocational curriculum of the Career Academy of Siloam Springs (CASS). All of these students will benefit from the ability to utilize the embedded and online courses to provide more flexibility in scheduling elective, vocational, college credit, concurrent credit, and extracurricular courses. The conversion charter of Siloam Springs High School will provide a complete program of secondary education as it always has, but the waivers associated with this charter will allow our students greater opportunities than they have ever had.

Describe the locations and facilities where the “industry labs” will be held.

The Siloam Springs School District has been investigating multiple options for the location of the industrial labs. Options we are currently pursuing include: building a facility to house the CASS industrial lab on campus, working with the Siloam Springs Chamber of Commerce and local realtors to locate an existing facility to purchase or lease that adequately meets the needs of students enrolled in the CASS industrial lab, and investigating the offer of a local manufacturer to donate dedicated facility space for the CASS industrial lab. Negotiations are not yet complete, but we have full confidence that we will have a facility in place to provide the hands-on training needed for this part of our plan prior to the date the conversion charter goes into effect.

Siloam Springs High School currently has programs that incorporate classes held at off-site locations. If the industrial lab has to be located off-site, transportation will be provided so that no students are excluded, and the facility will meet all state and federal requirements for school facilities.

Provide an example of a daily schedule that includes the modules and describe what a typical day would look like for a charter student.

Typical Day—9 <sup>th</sup> – 10 <sup>th</sup> Grade	
<p style="text-align: center;"><u>Monday/Wednesday</u></p> <p>--English: Traditional classroom with curriculum designed for technical reading</p> <p>--Online Coursework: Health/Civics</p> <p>--Electives: Agri/Medical Professions or other electives</p> <p>--Science: Traditional classroom with curriculum designed to be project based</p>	<p style="text-align: center;"><u>Tuesday/Thursday</u></p> <p>--Math: Traditional classroom</p> <p>--Online Coursework: Economics/Fine Arts</p> <p>--Electives: Stagecraft/AVTF or other electives</p> <p>--PE</p>

Typical Day—11 <sup>th</sup> – 12 <sup>th</sup> Grade	
<p style="text-align: center;"><u>Monday/Wednesday</u></p> <p style="text-align: center;"><i>Morning</i></p> <p>--English: Traditional classroom with curriculum designed for technical reading</p> <p>--Social Studies</p> <p>--Online Coursework</p> <p style="text-align: center;"><i>Afternoon</i></p> <p>--CASS Industrial Technologies Lab Classes (modules as described in next section)</p>	<p style="text-align: center;"><u>Tuesday/Thursday</u></p> <p style="text-align: center;"><i>Morning</i></p> <p>--Math: Traditional classroom</p> <p>--Science: Traditional classroom with curriculum designed to be project based</p> <p style="text-align: center;"><i>Afternoon</i></p> <p>--CASS Industrial Technologies Lab Classes (modules as described in next section)</p>

Explain how it is determined what modules a student will take. Explain if there is a cap on the number of students that can enroll in each module class.

The number of students that can enroll in each module class will only be limited by the number of trainers or laboratory settings available to accommodate each CASS student. Students in their first year of CASS will take the following eight modules:

CASS First Year Curriculum	
<p>Module 1:</p> <ul style="list-style-type: none"> <li>• Safety and Health</li> <li>• Basics of filling out a work orders and PMs and recording time on a project which would then be embedded it into rest of the classes</li> <li>• OSHA certification</li> </ul>	<p>Module 5:</p> <ul style="list-style-type: none"> <li>• Electricity</li> <li>• Introductory PLC and other automated equipment maintenance.</li> </ul>
<p>Module 2:</p> <ul style="list-style-type: none"> <li>• Lubrication</li> <li>• Drive Components</li> </ul>	<p>Module 6:</p> <ul style="list-style-type: none"> <li>• Measurement</li> <li>• Instrumentation</li> </ul>

<ul style="list-style-type: none"> <li>• Seals</li> <li>• Pumps</li> <li>• Bearings</li> </ul>	<ul style="list-style-type: none"> <li>• Print reading (AutoCAD, various viewers, supply chain)</li> </ul>
<b>Module 3:</b> <ul style="list-style-type: none"> <li>• Piping</li> <li>• Valves</li> <li>• Pneumatics</li> <li>• Hydraulics</li> </ul>	<b>Module 7:</b> <ul style="list-style-type: none"> <li>• Machining</li> <li>• Milling</li> <li>• Drive components</li> <li>• Basic metallurgy</li> </ul>
<b>Module 4:</b> <ul style="list-style-type: none"> <li>• Welding</li> </ul>	<b>Module 8:</b> <ul style="list-style-type: none"> <li>• Soft skills</li> <li>• Career Awareness</li> <li>• Basic Job Skills</li> <li>• Career and Workplace Skills</li> <li>• Employability Skills</li> <li>• Culminating project</li> </ul>

The number of students that can enroll in each module class will only be limited by the number of trainers or laboratory settings available to accommodate each CASS student. Students in their second year of CASS will take the following four modules:

CASS Second Year Curriculum	
<b>Module 1:</b> <ul style="list-style-type: none"> <li>• Electromechanical Technology</li> <li>• Industrial Electronics</li> </ul>	<b>Module 3:</b> <ul style="list-style-type: none"> <li>• Advanced Welding</li> </ul>
<b>Module 2:</b> <ul style="list-style-type: none"> <li>• Machine Tool Technology/Machinist</li> </ul>	<b>Module 4:</b> <ul style="list-style-type: none"> <li>• HVAC Maintenance and Operation</li> <li>• Boiler Maintenance and Operation</li> </ul>
<b>Possible alternate Module 4:</b> <ul style="list-style-type: none"> <li>• Apprenticeship</li> </ul>	

**List which courses will be embedded**

Oral Communications will be embedded within 12<sup>th</sup> grade English and World History classes.

Explain how students will complete all of their core curriculum classes while spending half of their day in the lab setting.

The development of the CASS curriculum is being driven by our industry partners and will include online digital courses and blended learning. Students will have the opportunity to complete online coursework starting their 9<sup>th</sup> grade year for some elective and required classes. This opportunity to obtain credits at a faster pace or outside of school time, coupled with the embedded oral communication course, will provide more flexibility in their daily class schedules, especially during their 11<sup>th</sup> and 12<sup>th</sup> grade years, to complete the CASS laboratory requirements. In addition, Siloam Springs High School operates on an A/B block schedule which allows students to schedule eight credits per year for a total of thirty-two possible credits over their high school career as opposed to seven credits per year with a total of twenty-eight credits on a traditional (non-block) schedule. The additional four credits available in the A/B block schedule allow for even more flexibility.

Confirm the understanding that every digital course must be offered from a provider approved by the Arkansas Department of Education and must meet or exceed curriculum standards and requirements established by the Arkansas State Board of Education in accordance with all laws, rules, and procedures promulgated to ensure access to quality digital learning content and online blended learning.

The Siloam Springs High School conversion charter will only offer digital coursework from approved providers identified by the Arkansas Department of Education to assure that all requirements are met regarding access to quality digital learning content and online blended learning.

## C6: 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**

## C7: 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**

## C8: 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

## C9: 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 Common Core 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

## C10: 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 those areas 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

### Fully Responsive

### Special Education

Explain what special education services will be offer to all CASS students.

Every special education service that is already being provided at Siloam Springs High School will continue to be offered to all conversion charter students.

Confirm CASS will comply will all state and federal special education requirements.

Siloam Springs High School has always and will continue to comply with all state and federal special education requirements.

## C11: 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

## C12: 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**

## C13: PRIOR CHARTER INVOLVEMENT

### **Evaluation Criteria:**

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

**Fully Responsive**

## C14: 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, teachers, etc.
- An outline of the professional qualifications required for administrators, teachers, counselors, etc.
- 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**

## C15: 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**

## C16: 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**

## C17: 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**

## C18: 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 programs

- A proposal that involves the parents of students, employees and the broader community in
- carrying out the terms of the charter

### **Fully Responsive**

## C19: 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

### **SEE LEGAL COMMENTS**

## C20: 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

### **SEE LEGAL COMMENTS**

## C23: SUSTAINABILITY OF THE PROGRAM

The Sustainability section should describe the applicants' 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**

**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.*

## **Career Academy of Siloam Springs Waivers Requested in Original Application 2014 District Conversion Application**

### **1. Embed Oral Communications**

#### **Section 9.03.1 of Standards**

*The Siloam Springs School District is required to teach Oral Communications as a separate class to its 9<sup>th</sup> grade students.*

*The Applicant is asking for a waiver of that requirement in order that curriculum meeting the requirements of the ADE Standards Rules, Arkansas Frameworks and all applicable rubrics may be embedded within other courses to be provided by the conversion charter school.*

*The Applicant ensures that students will receive instruction concerning the required material in the Oral Communications class meeting or exceeding all state curriculum requirements through embedding curriculum within the students' required coursework.*

**Legal Comments:** It is believed that the applicant intended to seek waiver of 9.03.3.1. Applicant should confirm and explain why this waiver is necessary when it will serve grades 9-12 only. This Standard applies to grades 5-8.

**Response:** *The Siloam Springs School District intends to seek the waiver of 9.03.3.1*

*The Applicant is asking for a waiver of that requirement in order that curriculum meeting the requirements of the ADE Standard Rules, Arkansas Frameworks and all applicable rubrics may be embedded within 12<sup>th</sup> grade English and World History courses to be provided by the conversion charter school.*

*The Application ensures that students will receive instruction concerning the required material in the Oral Communications class meeting or exceeding all state curriculum requirements through embedding the curriculum within the students' required coursework."*

**Remaining Issues:** The Applicant needs a waiver of Standard 9.03.4.1 instead of 9.03.3.1.

### **2. Planned Instructional Day**

#### **Section 10.01.4 of Standards**

*Due to the nature of the Academy experience as outlined in the application, the Applicant is requesting a waiver of the Planned Instructional Day requirements. The*

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**Green**=Waivers previously granted, no remaining issues

*Information provided by Applicant is in italics.*

*programmatic offerings of the Academies, while meeting all curriculum requirements, may be capable of being provided in less than 30 hours each week.*

**Legal Comments:** The applicant should explain why this waiver is necessary. It appears the planned instructional time will meet the requirements of this Standard. If the applicant does intend to provide less instructional time than is required by this Standard, a waiver of **Ark. Code Ann. § 6-16-102 School Day Hours; Ark. Code Ann. § 6-18-211 Mandatory Attendance for Students in Grades 9-12; and the ADE Rules Governing Mandatory Attendance Requirements for Students in Grades Nine Through Twelve** is also necessary.

**Response:** *In addition to Section 10.01.4, the Siloam Springs School District seeks to additionally request the waivers of Ark. Code Ann. § 6-16-102 School Day Hours; Ark. Code Ann. § 6-18-211 Mandatory Attendance for Students in Grades 9-12; and the ADE Rules Governing Mandatory Attendance Requirements for Students in Grades Nine Through Twelve*

*The Siloam Springs School District is requesting this waiver due to the fact that students may complete digital and online courses in less time than the required seat time requirement.*

**Remaining Issues:** None

### **3. Class Size and Teaching Load**

#### **Section 10.02 of Standards, specifically Subsection 10.02.5**

*In order to fully implement and optimize the Academy experience the Applicant wishes to request a waiver of the class size and teaching load requirements. The Applicant believes that the unique curriculum delivery system that will be utilized in the Academy is truly an example of the “exceptional case” worthy of a waiver under Section 10.02.5 of the Standards.*

*A waiver is being specifically requested for our teachers to be able to instruct no more than 180 students, with a maximum of no more than 30 students per class.*

**Legal Comments:** None

**Remaining Issues:** None

### **4. Clock Hours**

#### **Section 14.03 of Standards**

**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.*

*To allow for the teaching of simultaneous embedded an/or online courses within the Academy structure and to allow for the integration of graduation credit courses with other courses as necessary, the Applicant requests a waiver of the seat time requirement.*

*The Applicant is not, by this request, asking for a waiver of graduation requirements. The Application is requesting only a waiver of the 120 clock hour requirement. In accordance with prior ADE comments on this type of waiver request, the Applicant hereby affirms that it will adhere to full curriculum alignment with Arkansas Frameworks, and will be glad to submit to the ADE and/or the Charter Authorizing Panel any additional information that may be desired.*

**Legal Comments:** None

**Remaining Issues:** None

## **5. Licensure**

**Ark. Code Ann. §§ 6-15-1004; 6-17-302; 6-17-309; 6-17-401; 6-17-902; 6-17-919**

### **Sections 15.02 and 15.03 of Standards**

#### **ADE Rules Governing Educator Licensure**

*The Applicant is requesting a waiver from the above-listed statutes and rules, to the extent that it may be necessary to hire professionals in the community who possess outstanding credentials and work history in the various areas of coursework provided in the Academy, even if they do not possess a teaching license. Any individuals hired as a result of this waiver will meet all other requirements, such as Highly Qualified status if applicable, and the successful completion of criminal background and Child Maltreatment Registry checks. We see this as an enhancement to the relationship which we seek to develop with the business community as a result of the inception of the Academy. We would also intend to utilize this waiver to allow licensed English Language Arts teachers who do not possess certification in Oral Communications to be able to teach the English classes which will have the Oral Communications curriculum content embedded within them.*

**Legal Comments:** None

**Remaining Issues:** None

**DESEGREGATION ANALYSIS:** Fully responsive