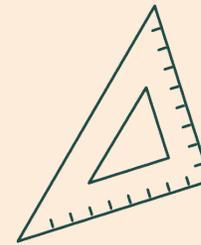
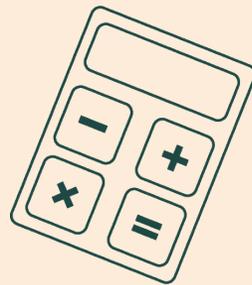




SCSC Petitioner Bootcamp

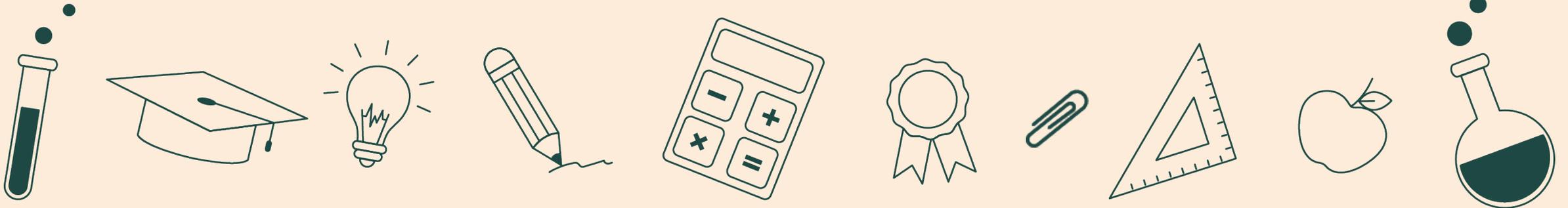
State Charter Schools Commission
Of Georgia





Welcome

Lauren Holcomb
SCSC Executive Director



Agenda



- 9:00 a.m. -- Welcome
- 9:05 a.m. -- Petition Review Process and Petition Basics
- 10:30 a.m. -- Break
- 10:45 a.m. -- Fiscal Feasibility
- 11:30 a.m. -- Facilities
- 12:15 p.m. -- Lunch Break
- 1:00 p.m. -- Board Overview and Building Capacity
- 1:45 p.m. -- Operating as an LEA
- 2:15 p.m. -- Academic Program
- 3:00 p.m. -- Conclusion

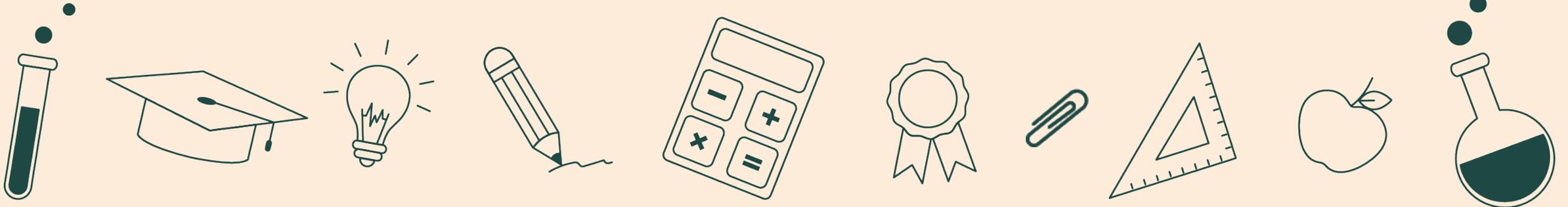


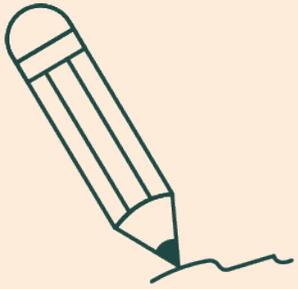


Petition Review Process

Cerrone Lockett
General Counsel

State Charter Schools Commission
Of Georgia





Mission

The mission of the State Charter Schools Commission of Georgia is to improve public education by authorizing high quality charter schools that provide students with better educational opportunities than they would otherwise receive in traditional district schools.



Presentation Overview



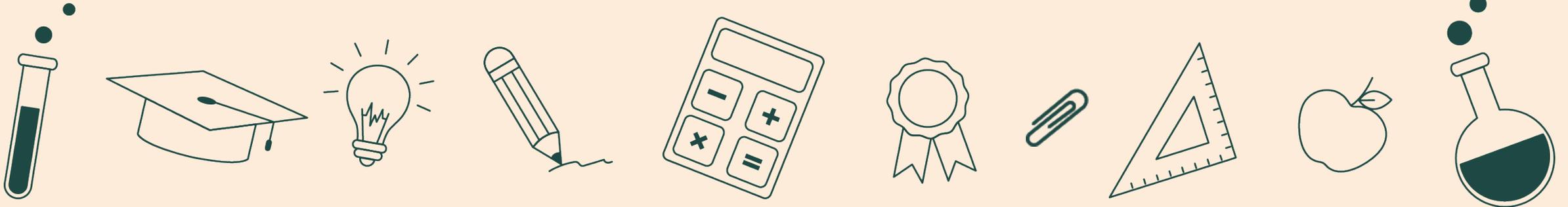
- Charter School Basics
- **Concurrent** Submission Requirements
- FY22 Petition Timeline
- FY22 Petition Priorities
- Early Feedback
- Petition Contents
- SCSC Review





Charter School Basics

State Charter Schools Commission
Of Georgia



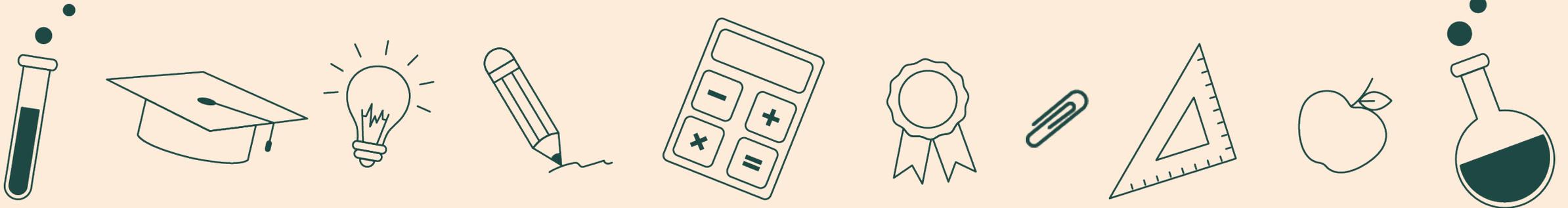
Charter School Basics





Attendance Zone

State Charter Schools Commission
Of Georgia



Attendance Zone

Application and submission requirements are based on the attendance zone you select in your petition. Petitioners must select:

- A state-wide attendance zone

OR

- A defined attendance zone



STATEWIDE Attendance Zone

A petitioner that selects a statewide attendance zone must submit its petition to the local board of education of the jurisdiction in which the school is proposed to be located. The local board submission is for informational purposes only.

If the charter school will have a statewide attendance zone and only provide virtual instruction, it does not need to submit a charter petition to a local board of education.



Concurrent Submissions



If you are not submitting a petition for a fully virtual school with a statewide attendance zone, you **MUST** adhere to concurrent submission requirements.

FY22 charter applications **MUST** include documentation that all applicable concurrent submission requirements have been met at (or before) the time of the SCSC submission.



DEFINED Attendance Zone

A petitioner that selects a defined attendance zone must submit its petition to the local board of education in which the school is proposed to be located **FOR ACTION** and to each local school district from which the proposed school plans to enroll students **for informational purposes**.

The SCSC cannot act on a charter petition until the local board of education in which the school is proposed to be located DENIES the petition or fails to approve or deny the petition within the time allotted by O.C.G.A. § 20-2-2064.

THE PETITIONER MUST SUBMIT THE PETITION TO THE LOCAL BOARD(S) OF EDUCATION IN ACCORDANCE WITH THE DEADLINES ESTABLISHED BY THOSE LOCAL BOARDS OF EDUCATION.



Concurrent Submission



- It is the **PETITIONER'S** responsibility to identify the attendance zone. Submission requirements are based on the information in the charter petition.
- It is the **PETITIONER'S** responsibility to upload documentation IN THE APPLICATION showing that all submission requirements have been satisfied.
- SCSC staff **WILL NOT** independently confirm submission requirements.
- If the charter application fails to demonstrate that concurrent submission requirements have been met, the petition will be disqualified from further review as legally deficient.



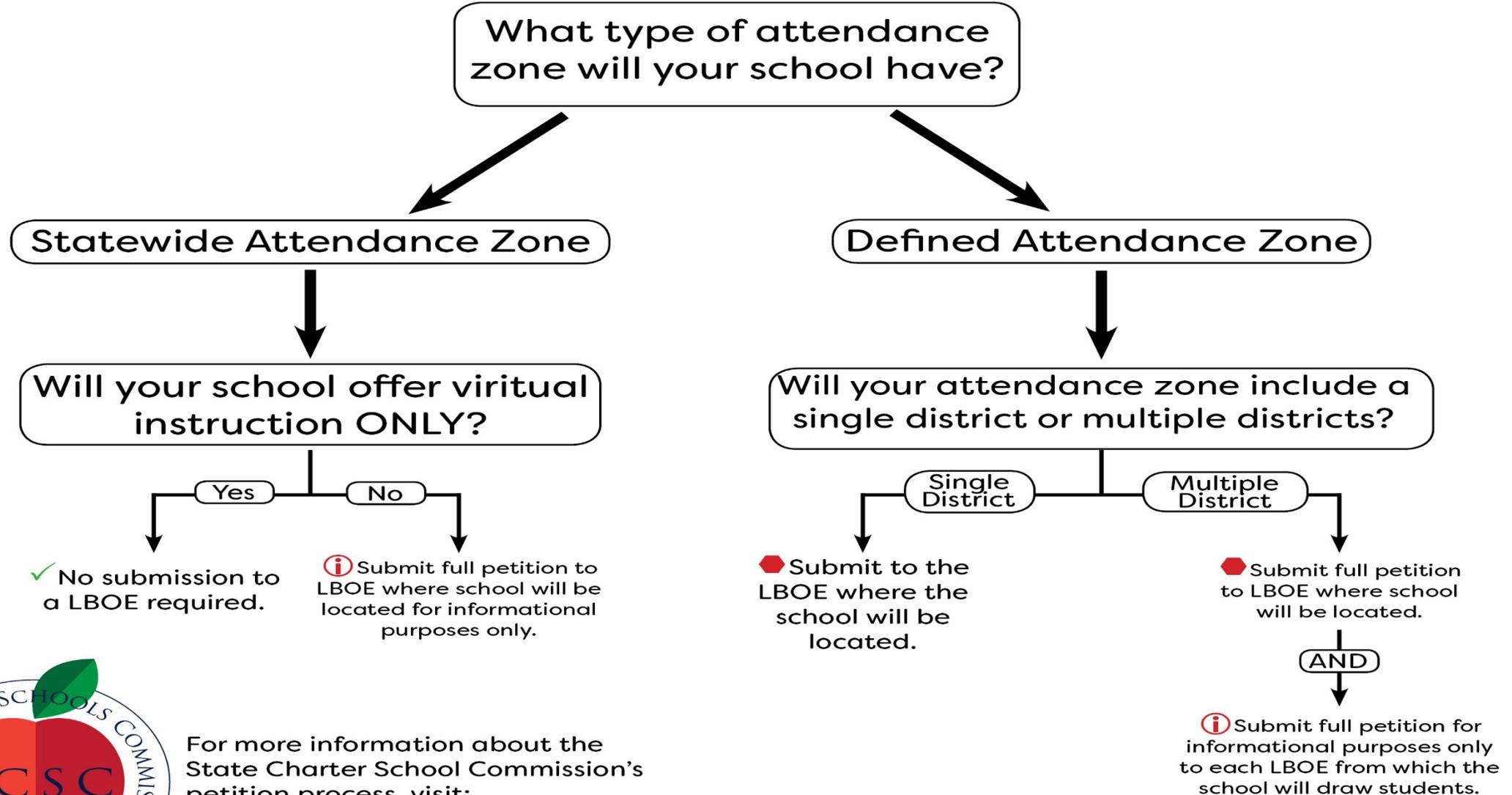
SCSC Submission



- If you wish to be considered by the SCSC but have not received an approval or denial from the local board, submit your petition to the SCSC by the applicable deadline.
- The SCSC's charter application requires acknowledgement that petitioners will notify the SCSC of local board action.
- If, at the time of the SCSC deadline, you have not submitted your petition to the local board – either because the local board does not have submission deadlines or you have a statewide attendance zone, submit the local board application at the same time or prior to filing the SCSC application.



Do I need to submit my petition to a Local Board of Education (LBOE)?

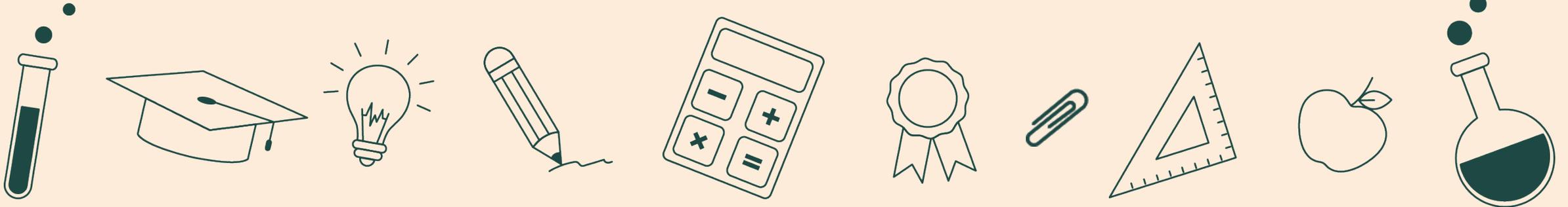


For more information about the State Charter School Commission's petition process, visit: www.scsc.georgia.gov.



FY22 Petition Timelines

State Charter Schools Commission
Of Georgia



FY22 Start-Up Petition Cycle Timeline



The application portal will open November 1, 2021.

* The 2022 SCSC meeting calendar has not been approved. SCSC meetings typically occur the last Wednesday of each month. Staff will begin making petition recommendations to the SCSC during its July 2022 board meeting.



FY22 Replication & Expansion Petition Cycle Timeline



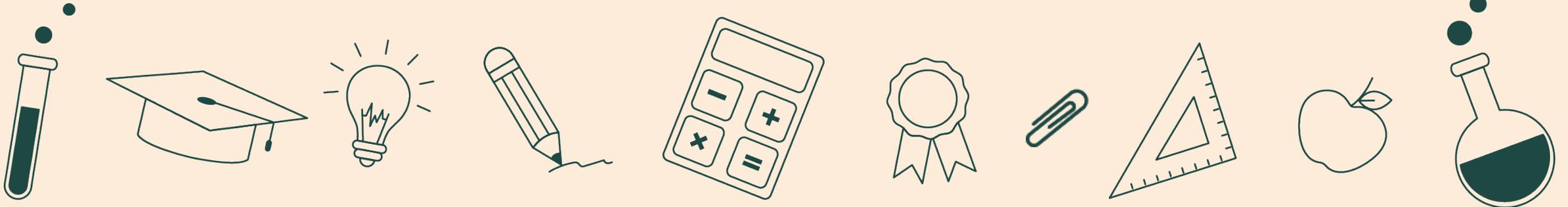
* Petitions will be accepted on a rolling basis beginning November 1, 2021, through July 15, 2022.

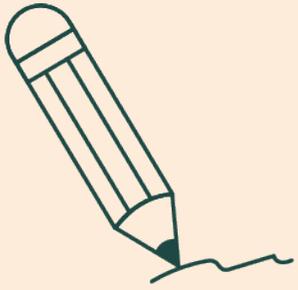




FY22 Petition Priorities

State Charter Schools Commission
Of Georgia





Priority Consideration

- For the FY22 petition cycle only, the SCSC will give priority consideration to charter applications (petitions) that propose schools located outside of “high saturation areas.”
- Ex. Priority consideration will be given to schools that plan to locate in Athens-Clarke County; Macon-Bibb County; Albany-Dougherty County; Augusta-Richmond County; and Columbus, Georgia.



High-Saturation Area

A high-saturation area shall be defined as a geographic location containing more than one charter school that serves grades K-5 or 6-8 within a three-mile radius.



High Saturation Areas



FY22 charter applications that propose schools located within high-saturation areas shall be subject to additional scrutiny, including an evaluation of the probability that the school can achieve its projected enrollment metrics and remain financially viable, if approved.



Petition Requirements for High Saturation Areas



FY22 charter applications that propose schools located within high saturation areas MUST include:

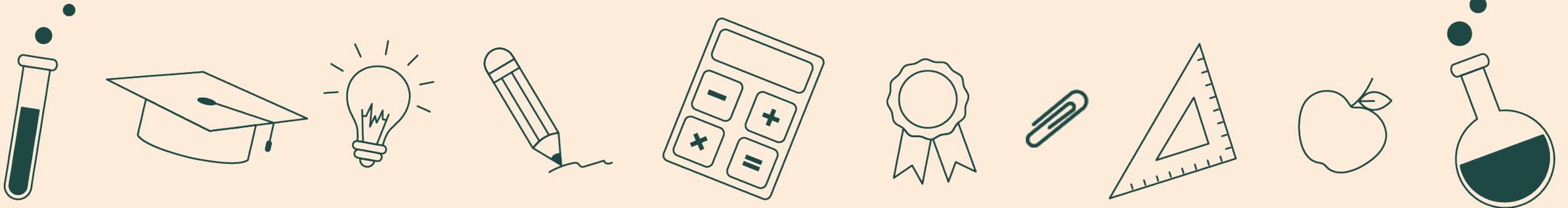
1. Student enrollment data and waitlist information for any existing charter school serving the same grade band(s) within a three-mile radius of the proposed school location; and
2. Pre-enrollment forms that demonstrate a high likelihood that, if approved, the school can meet its projected enrollment targets.





Early Feedback

State Charter Schools Commission
Of Georgia

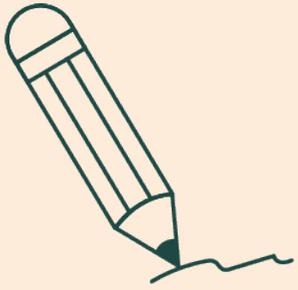


FY22 Early Feedback Start-Up Petitioners

The SCSC staff will offer Office Hours during the week of March 14-18, 2022.

Office Hours are designed to provide feedback and technical assistance to applicants before the submission deadline.





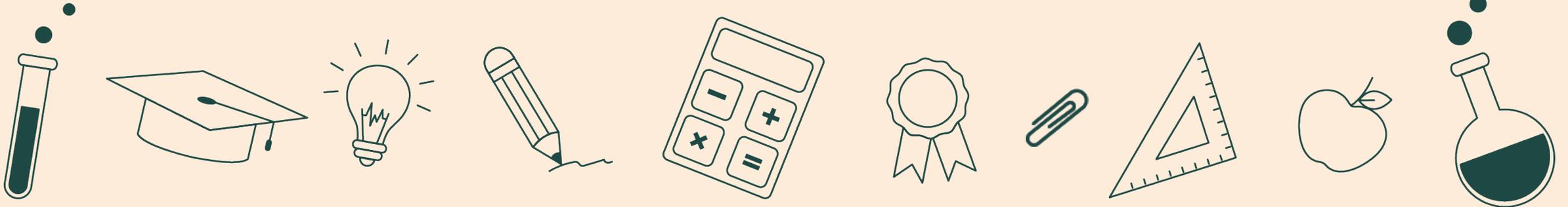
SCSC Electronic Submission Portal

- Petitions must be submitted through the Fluid Review Portal.
- SCSC staff will host a webinar to familiarize applicants with the Fluid Review system and provide an overview of the FY22 application.



Petition Contents

State Charter Schools Commission
Of Georgia



Petition Contents

The concurrent submission filed with the applicable local board petition must be *substantively* the same as the petition submitted to the SCSC.

SCSC Petition Contents

- Narrative
- Budget Template
- Staffing Plan Template
- Required Appendices



SCSC Petition Review Process

1. Legal Compliance Review
2. Substantive Review
3. Interview
4. Post-Interview Actions
5. SCSC Staff Recommendation
6. SCSC Vote



Legal Compliance



- Adherence to state and federal laws applicable to the petition and charter school operations.
- Petitioners will be notified, in writing, if their submissions fail to meet legal compliance requirements.
- Legal compliance deficiencies may be remedied via a revised petition in a subsequent petition cycle.

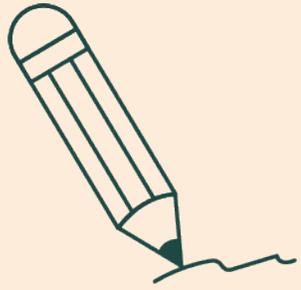


Substantive Review



- Mission, educational program, innovations, and business operations.
- Consistency with state education goals, including enhancing public educational opportunities to meet the growing and diverse needs of students and to provide the highest academic quality to increase student achievement and positive outcomes.
- Budget analysis and examination of funding sources, business partnerships, facilities, and any other operational aspect of the school.

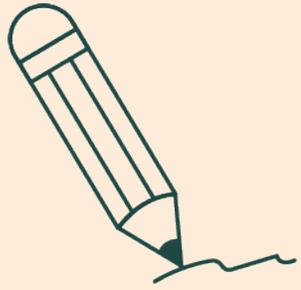




Interview

- **Interview Panel:** SCSC staff, SCSC commissioners, local and national experts.
- **Interview Participants:** The governing board and school leader for each petition for which legal compliance and substantive petition reviews did not reveal deficiencies.
- **Interview Focus:** mission alignment, consistency with state education goals, and fiscal responsibility.





Interview

Local Board Feedback

- For petitions that meet legal and substantive review standards, SCSC staff will solicit and review local board feedback on the proposed charter school.
- Feedback is reviewed in-person by addressing the interview panel; in writing via submission to the interview panel; or both.



Post-Interview Actions

- SCSC staff may make supplemental requests for technical and/or non-substantive information and/or request a petitioner to act.
- Supplemental information/action must be submitted by the identified deadline.
- For petitioners that fail to timely submit requested information or decline to do so, the associated petition will be reviewed as initially submitted.



SCSC Staff Recommendations

SCSC staff will recommend that the SCSC approve or deny each petition based on all available information, including:

Petitioners may withdraw from the petition process at any time prior to SCSC action. Withdrawal means that there will not be further consideration of your petition this cycle.



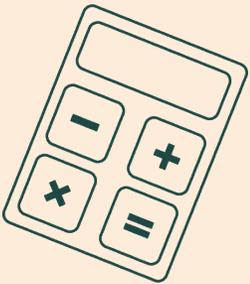
SCSC Action

- Board Recommendations will begin in July 2022.
- The State Board of Education (SBOE) may overrule the approval of a school within 60 days of the SCSC decision.
- If the SCSC decision is not overrules, an approved school will work closely with the SCSC, GaDOE, and other stakeholders to begin operation.



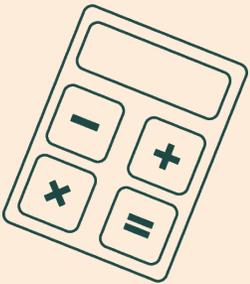
Post-Approval

1. Post-approval meeting with SCSC staff
2. Review [SCSC Guidance](#) documents
3. Review and become familiar with the [Starting Strong Study](#)
4. Attend New School Orientation
5. Meet all Pre-Opening Checklist requirements



Presentation Highlights

- Follow local board submission procedures.
- Meet all local and state deadlines.
- Prepare for all authorizing avenues (local or SCSC approval).
- Be as complete and ready-to-open as possible.
- Use the petition and process as a demonstration of the school's potential.



Questions



BREAK



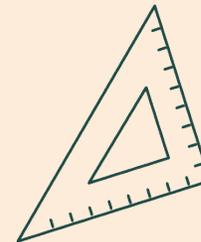
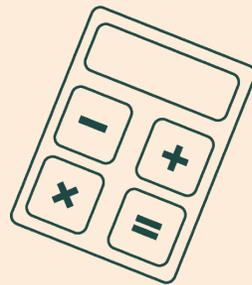


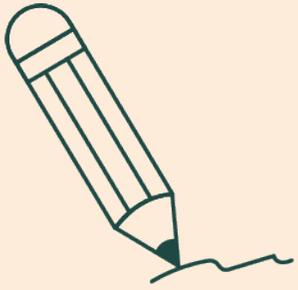
Developing Your Budget & Making the Case for Fiscal Feasibility

Petitioner Bootcamp FY22

Morgan Felts - Chief Operations Officer

Kathy Schieber – Financial Analyst

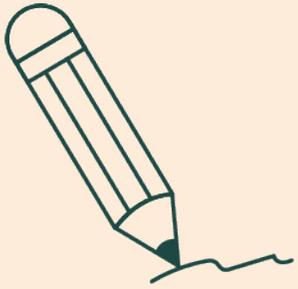




Vision

Innovative and superior charter schools advancing education in every community.





Mission

The mission of the State Charter Schools Commission of Georgia is to improve public education by authorizing high quality charter schools that provide students with better educational opportunities than they would otherwise receive in traditional district schools.





Presentation Overview

- SCSC School New Budget Template Overview
 - Revenue Components
 - Budget Acknowledgement & Sign Off
 - Overall Template Preview
- Petition Application – Operations & Fiscal Feasibility
 - LEA Responsibilities
 - Transportation
 - Food Program
 - Staffing
- Petition Application – Fiscal Feasibility Section
 - School CFO
 - Facility
 - Enrollment Plan

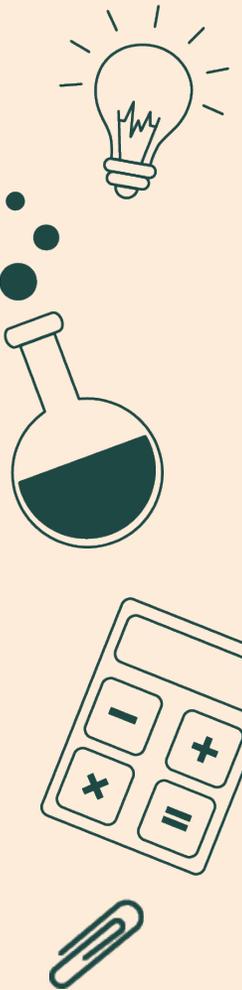




New Budget Template Overview

Revenues — Estimated State Funding Calculated in Budget Template

Disclaimer: The information presented in this Budget Template, including calculated revenue, is intended for educational purposes only. There is no guarantee or assurance that a school, if approved, will receive the calculated level of revenue. Petitioner accepts the risk that revenues will vary by school. Additionally, the SCSC cannot guarantee financial success based on any estimates or plans presented within the Budget Template. If approved, petitioners will need to base all budgetary decisions, including estimated revenue and expenditures, on their own due diligence.



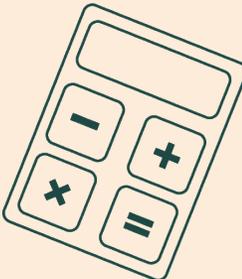
Revenues — State Funding- QBE and Austerity

Enter School Name here.	FY2023	FY2024
Revenues		
Funding for QBE (excluding T&E and HI) [Avg funding/FTE x Number of Students]		-
Funding for Training & Experience(T&E) [FY22 initial allotment sheet T&E state funding /Certified Employee x Number of Certified Ees]		-
Funding for Health Insurance(HI) [945/mo or 11,340/yr x Number of Certified Ees]		-
Local Five Mills Share [FY22 initial allotment sheet state avg of -1263/FTE x Number of Students]		-
QBE State Revenue Subtotal		-
Austerity (Rates applied to QBE State Rev Subtot) [FY24: 4.23%, FY25: 3%, FY26: 2%, FY27: 1%, FY28: 0%]		-



Weights for FTE Funding Formula

<u>Report</u>		
Category:	QBE Reports	
Name:	Weights for FTE Funding Formula	
Fiscal Year:	FY 2022	
Allotment Term:	FY 2022 Initial	
System:	State	
GADOE site link:	https://financeweb.doe.k12.ga.us/	
		<u>Weight/FTE</u>
Kindergarten PGM		4664.04
Primary Grades (1-3) PGM		3611.3
Upper Elementary Grades (4-5) PGM		2898.21
Middle School PGM (6-8)		3174.09
Base -- Grades 9-12		2789.66



State's FY22 Initial Allotment Sheet

OFFICIAL

Georgia State Department of Education
Earnings Sheet for FY 2022

7/14/2021

School System: State		FY22 Initial (Amend #2)					Earnings (\$)				Earned Positions Grades K-12				THE BASIC UNIT COST IS DEFINED TO BE THE AMOUNT OF \$2,789.66									
DIRECT INSTRUCTIONAL COST	FTE	SALARY	OPERATING	QBE EARNINGS	LESS LOCAL 5 MILLS	STATE FUNDS	Teacher	Sub. Spec	Couns.	Tech. Spec														
Kindergarten Pgm	86,845	527,631,962	6,787,000	534,418,962	105,231,996	429,186,966	5,789.67		192.99	78.95														
Kindergarten Early Instr Pgm	23,377	185,007,733	1,826,879	186,834,612	34,155,385	152,679,227	2,125.18		51.95	21.25														
Primary Grade(1-3) Pgm	261,586	1,273,954,341	22,469,820	1,296,424,161	257,298,591	1,039,125,570	15,387.39	758.25	581.30	237.81														
Primary Grd Early Instr(1-3) Pgm	70,096	512,199,753	6,021,276	518,221,029	97,903,815	420,317,214	6,372.36	203.18	155.77	63.73														
Upper Elementary Grade(4-5) Pgm	169,874	631,432,416	11,962,645	643,395,061	126,581,490	516,813,571	7,385.84	492.41	377.50	154.44														
UppElem Grd Early Instr(4-5)	42,267	309,249,449	2,976,404	312,225,853	60,350,899	251,875,154	3,842.45	122.52	93.93	38.43														
Middle Grade(6-8) Pgm	0	0	0	0	0	0	0.00	0.00	0.00	0.00														
Middle School(6-8) Pgm	318,729	1,340,337,937	22,445,015	1,362,782,952	262,307,607	1,100,475,345	15,936.46	923.89	708.28	289.76														
High School Gen Educ(9-12)	346,202	1,210,295,278	39,328,729	1,249,624,007	242,924,229	1,006,699,778	15,052.29		769.33	314.74														
CTAE(9-12) PGM	80,598	322,330,973	26,452,276	348,783,249	63,668,642	285,114,607	4,030.25		179.12	73.28														
Students with Disab Cat I	25,637	240,419,777	6,382,574	246,802,351	50,505,368	196,296,983	3,205.00			23.31														
Students with Disab Cat II	10,443	121,884,968	1,371,892	123,256,860	23,148,455	100,108,205	1,610.46			9.52														
Students with Disab Cat III	64,653	973,999,618	13,202,156	987,201,774	187,753,288	799,448,486	12,977.80			58.99														
Students with Disab Cat IV	13,162	331,689,790	5,558,805	337,248,595	61,875,810	275,373,785	4,402.67			12.01														
Students with Disab Cat V	15,386	146,588,107	6,499,312	153,087,419	27,365,857	125,721,562	1,923.25			13.99														
Gifted Student Category VI	114,331	722,370,960	11,535,790	733,906,750	146,736,145	587,170,605	9,527.59			103.94														
Remedial Education Pgm	32,164	169,145,744	1,847,552	170,993,296	34,353,447	136,639,849	2,144.27		71.48	29.24														
Alternate Education Pgm	18,646	97,706,618	1,313,074	99,019,692	19,037,985	79,981,707	1,243.07		41.44	16.95														
Eng Spkrs.of Other Lang.(ESOL)	27,136	295,384,173	1,558,814	296,942,987	58,604,347	238,338,640	3,876.88		60.31	24.67														
Spec Ed. Itinerant				769,377	153,236	616,141																		
Spec Ed. Supplemental Speech				7,761,714	1,274,254	6,487,460																		
TOTAL DIRECT INSTRUC.	1,721,134	9,411,629,597	189,540,813	9,609,701,501	1,861,230,646	7,748,470,855	116,832.	2,500.25	3,283.40	1,565.01														
INDIRECT COST																								
Cent. Admin		270,284,888	154,577	270,439,465	50,542,842	219,896,623																		
School Admin		471,301,667	11,918,809	483,220,476	93,795,180	389,425,296																		
Facility M & O			512,898,057	512,898,057	98,971,233	413,926,824																		
Sub Total (INDIRECT COST)		741,586,555	524,971,443	1,266,557,998	243,309,255	1,023,248,743																		
MEDIA CENTER PGM.		218,548,243	23,917,688	242,465,931	47,177,094	195,288,837																		
20 DAYS ADDITIONAL INSTRUCTION		72,115,890		72,115,890	14,003,212	58,112,678																		
STAFF & PROFESSIONAL DEV				44,165,567	8,500,081	35,665,486																		
PRINCIPAL STAFF & PROF. DEV				760,445	146,866	613,579																		
MIDTERM HOLD HARMLESS																								
Amended Formula Adjustment						(383,024,889)																		
Charter System Adjustment				31,398,115	A	31,398,115																		
QBE FORMULA EARNINGS	10,443,880.	738,429,944	11,267,165.	2,174,367,154	8,709,773,404	116,832.	2,500.25	3,283.40	1,565.01	180.00	558.00	2,278.00	2,790.01	3,539.98	180.00	695.43	695.43	1,219.	2,920.05					
CATEGORICAL GRANTS																								
Pupil Transportation Pgm (Includes 8827 Drivers and bus replacement funds of 0)				135,128,261		135,128,261																		
Sparsity - Regular				7,405,547		7,405,547																		
Nursing Services				36,809,688		36,809,688																		
TOTAL EARNINGS FOR QUALITY BASIC EDUCATION				11,446,506.		8,889,116,900																		
Education Equalization Funding Grant				797,797,158		797,797,158																		
TOTAL STATE FUNDING ON THIS ALLOTMENT SHEET				12,244,306.		9,686,914,058																		
Charter Commission Admin - State						-6,412,902																		
Military Counselors						494,757																		
SBEP One-Month Employer Contrib. Holiday						0																		
State Commission Charter Supplement				219,059,142		219,059,142																		
TOTAL FUNDING ON THIS ALLOTMENT SHEET				12,463,365.		9,900,055,055																		

A/B = 1263/FTE
Avg LFMS used for FY22 Budget Template

S = 139,236.56 C

- NOTES
- Expenditure controls as set forth in O.C.G.A. Section 20-2-167 are reinstated, subject to each district's approved flexibility contract.
 - Health Insurance for Certificated Personnel is funded on a per member per month amount (PM/PM) of \$945.00, for an annual funding amount of \$11,340 in QBE under appropriation in FY 2022 (HB 81).
 - Teacher Retirement is funded at 19.81% in QBE in FY 2022 (HB 81).

Total T&E 4,106,710,354 includes T&E 2,860,228,894 and HI 1,246,481,460

%
C = 20,542

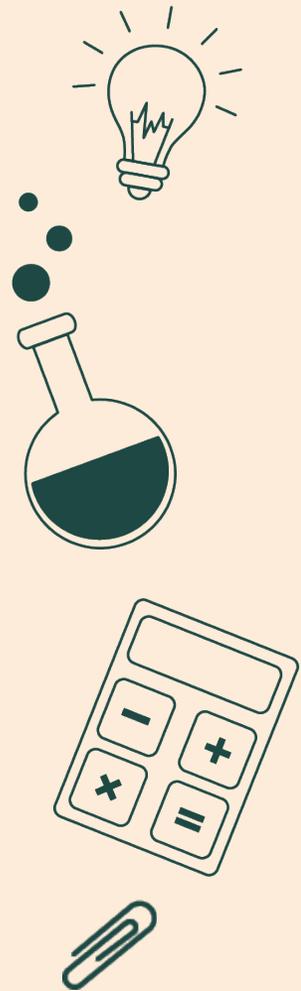
Revenues – State Funding – SCSC Supplement Components

Enter School Name here.	FY2023	FY2024
State Nutritional Grant (Categorical Grant, 14/Student) - 1st yr funding calc for only 2nd half of yr		-
State Transportation Grant (Categorical Grant, 77/Student)		-
Funding for SCSC Supplement (excl Categorical Grants) for B&M Students [SCSC Avg/FTE applied to Number of Students]		-
Funding for SCSC Supplement (excluding Categorical Grants) for Virtual Students [SCSC Avg/FTE applied to Number of Students]		-
Subtotal		-
SCSC Admin (above subtot x .02 or .01--1st yr)		-
Total State Funding		-
State Funding/Student		#DIV/0!



Revenues – Other Funding Sources

Enter School Name here.	FY2023	FY2024
Meal Fees (Recd fr Students)		
Donations		
Grant		
Total Revenues	-	-



Budget Submission – Acknowledgement & Sign Off

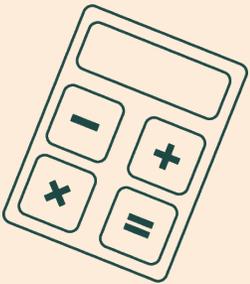
- Required component of application
- If submission does not comply with these requirements, it is likely the application will be rejected.
- Rejection requires re-application the following cycle.

Please acknowledge your understanding of the following:

- I acknowledge and affirm that I have used the FY 20 Budget Template as downloaded from this application. I understand that if I have changed or attempted to reproduce the template in anyway, that my application may be rejected.
- I acknowledge and affirm that the budget template must be completed using Excel and will not function properly with the use of other programs, such as Google docs. Failure to use the Excel-based template and upload it as an .xlsx file may result in the rejection of my application.
- I acknowledge and affirm that the budget template contains 5 separate tabs which I must complete. I understand that failure to complete all tabs in their entirety may result in the rejection of my application.
- I acknowledge and affirm that grants, including the Federal Implementation Grant, should not be included unless they have already been awarded to the school. Inclusion of grant monies without documentation of award may result in the rejection of my application.
- I acknowledge and affirm that only revenue that can be adequately assured should be included as "Additional Revenue". Although it is not necessary for revenue to be received to by the school to be included in the template, the school MUST have written evidence that the revenue will be provided upon receipt of a charter contract. Inclusion of additional revenue without sufficient documentation may result in the rejection of my application.

Signature

Overall Budget Template Preview

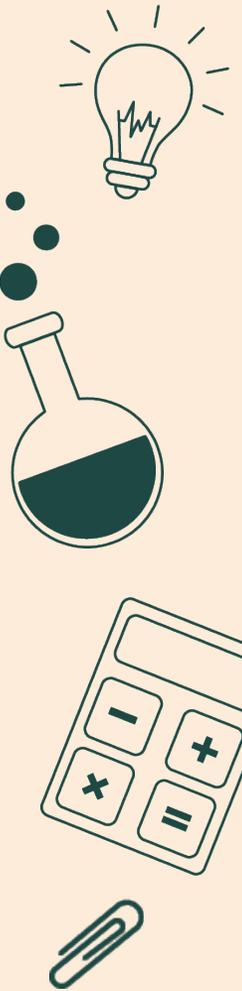




Petition Application – Operations & Fiscal Feasibility

Operations & LEA Responsibilities

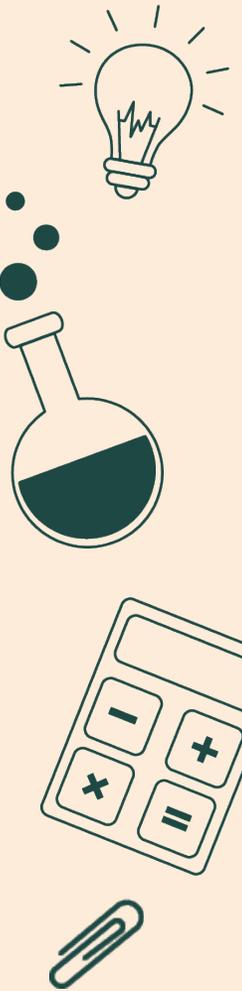
- SCSC schools must operate similar to a school district
 - Data Collections
 - Fiscal Management
 - Federal Programs
 - Special Education
 - Legal Compliance
 - Transportation
 - Nutrition
 - Facilities
 - Enrollment
 - Staffing



Staffing – What Staff are Essential for Operations?

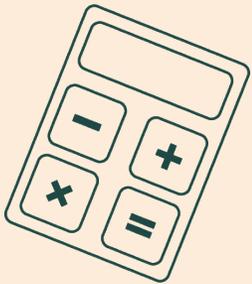
Key Positions May Include:

- Superintendent/Executive Director
- Chief Financial Officer (CFO)*
- Bookkeeper/Business Manager
- Data Clerk
- Communications Manager
- Assessment Coordinator
- Federal Programs Manager
- Facility/IT Manager



Chief Financial Officer (CFO)

- Required by law & must meet specific requirements
 - Baccalaureate or higher degree in business, accounting, or finance from an accredited college or university and a minimum of four years experience in a field related to business; OR
 - Documented experience of ten or more years in the field of business and financial management
- Application –
 - Name the person & provide a resume; OR
 - Provide a job description & describe the hiring process



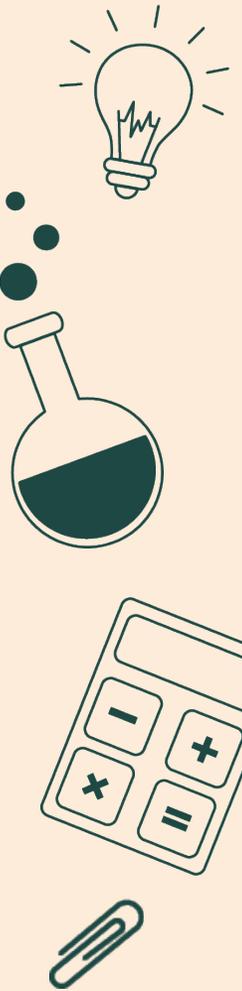
Staffing Plan Template Upload

- Required Upload
- Align with application AND budget template
- Be reasonable

	A	B	C	D	E
1	Staffing Plan Instructions				
2	For each LEA Function, please provide the title of the position that the school anticipates will assume responsibility for that function. One position may be responsible for multiple LEA functions. For example, an Assistant Principal may assume responsibility for both Personnel Functions and Student Health & Welfare. In the third column, provide the estimated annual salary for that position. In the last column, provide the line item on the budget template that includes the salary identified in this Staffing Plan which that salary is accounted for.				
3	LEA Function	Title of Position Responsible for LEA Function	Estimated Annual Salary	Budget Line Item	Exc Row
4	Student Enrollment and Admissions				
5	Student Data Collection and Submission (e.g. FTE, Student Record)				
6	Employee Data Collection and Submission (e.g. CPI)				
7	Coordinating Service and Compliance Related to English Learners				
8	Coordinating Service and Compliance Related to Students with Disabilities				
9	Coordinating Service and Compliance Related to Homeless Students				
10	Federal Program Administration (e.g. developing the CLIP, gathering stakeholder input, submitting required documents and reports)				
11	Federal Program Implementation (e.g. coordinating services to students and families)				
12	Ensuring Protection of Student Rights (e.g. FERPA, PPRA)				
13	Student Health and Welfare (e.g. nursing program, health screenings)				
14	Ensuring Transparency in Governance (e.g. Open Meetings and Open Records)				
15	Human Resources (e.g. clearance certificates, FMLA)				
16	Fiscal Management (e.g. accounting, payroll)				

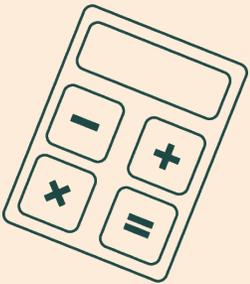
Facilities – Budget Considerations

- Reasonable estimates with supporting documentation
 - Best practice – do not exceed 15% of total expenses
- 65% budget costs and fixed overhead
- Renovation/constructions costs



Transportation – How Will Students Get to School?

- Option 1 - School provided transportation plan
 - When, where, and how much, etc.
 - Compliance with state law & GaDOE rules
 - Will transportation be free for parents?
- Option 2 - No transportation plan
 - Barrier to enrollment
 - Mitigation
- Option 3 - Other frameworks
 - PTA or parent transportation plan
- Resources:
 - <http://www.gadoe.org/Finance-and-Business-Operations/Pupil-Transportation>



Nutrition – How Will Students’ Nutritional Needs be Met?

Will the school provide a GaDOE authorized nutrition program?

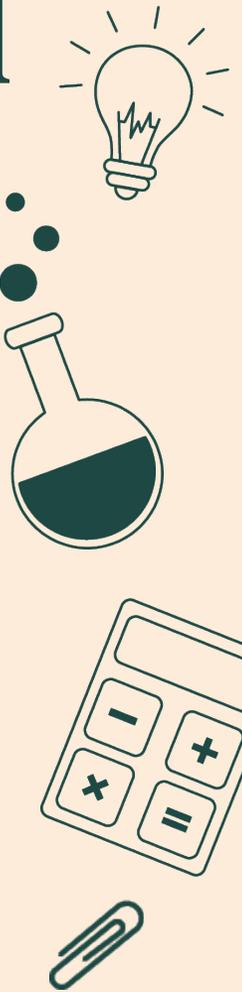
If Yes:

- When, where, how much, etc.
- Compliance with state & federal regulations
- Management & oversight

If No:

- Meeting student needs
- Provider: vendor, parents, other?
- Barrier to enrollment

Resources: <http://snp.wpgadoe.org/>



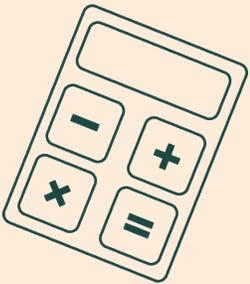
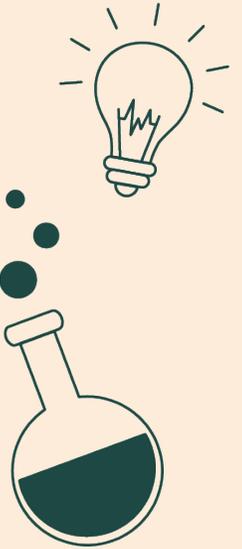
Enrollment Plan

Important Considerations:

- Attendance zone/location affects funding
- Enrollment drives funding
 - Market saturation
 - Importance of comprehensive recruitment plan
 - Retention and Attrition
- Petition must provide a reasonable plan that supports budgetary assumptions

Resources:

- <https://chartergrowthfund.org/advice-how-to/>
 - Building a Student Recruitment Plan
 - Generating Leads
 - Maximizing Conversions
 - Reducing First Day No Shows





Questions?

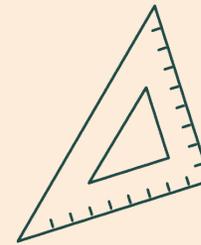
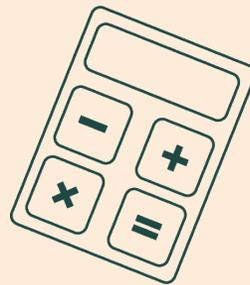


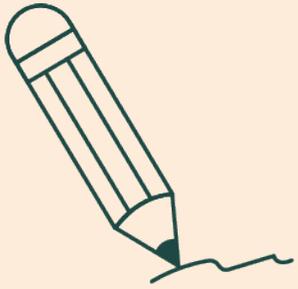


The Petitioner's Guide to the SCSC's Facility Expectations

Kristen Easterbrook, State Charter Schools Commission

Cameron Quick, GCSA Facility Resource Center





Mission

The mission of the State Charter Schools Commission of Georgia is to improve public education by authorizing high quality charter schools that provide students with better educational opportunities than they would otherwise receive in traditional district schools.



Presentation Overview



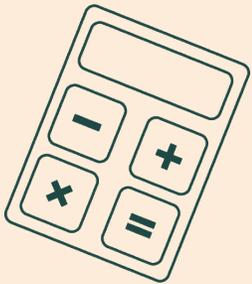
The petition application and reviewers will ask:

- When?
 - Facility timeline
- Where?
 - The location of the facility
- How?
 - Financing
 - Renovation or construction
- Why?
 - The logic behind the petitioner's plan
- Who?
 - Leadership
 - Guidance



When?

- Every petitioning group should have a facility timeline approved by the board.
 - The timeline should include major events and compliance deadlines.
 - Where can you find state compliance deadlines, rules, and laws?
 - [SCSC website](#)
 - [GADOE website](#)
 - Petitioning groups should have already begun working on identify a facility at the time of petition submission and capacity interview.
 - The facility selection process can be very time consuming during the pre-opening year, so petitioners are encouraged to begin this work prior to submitting their application.

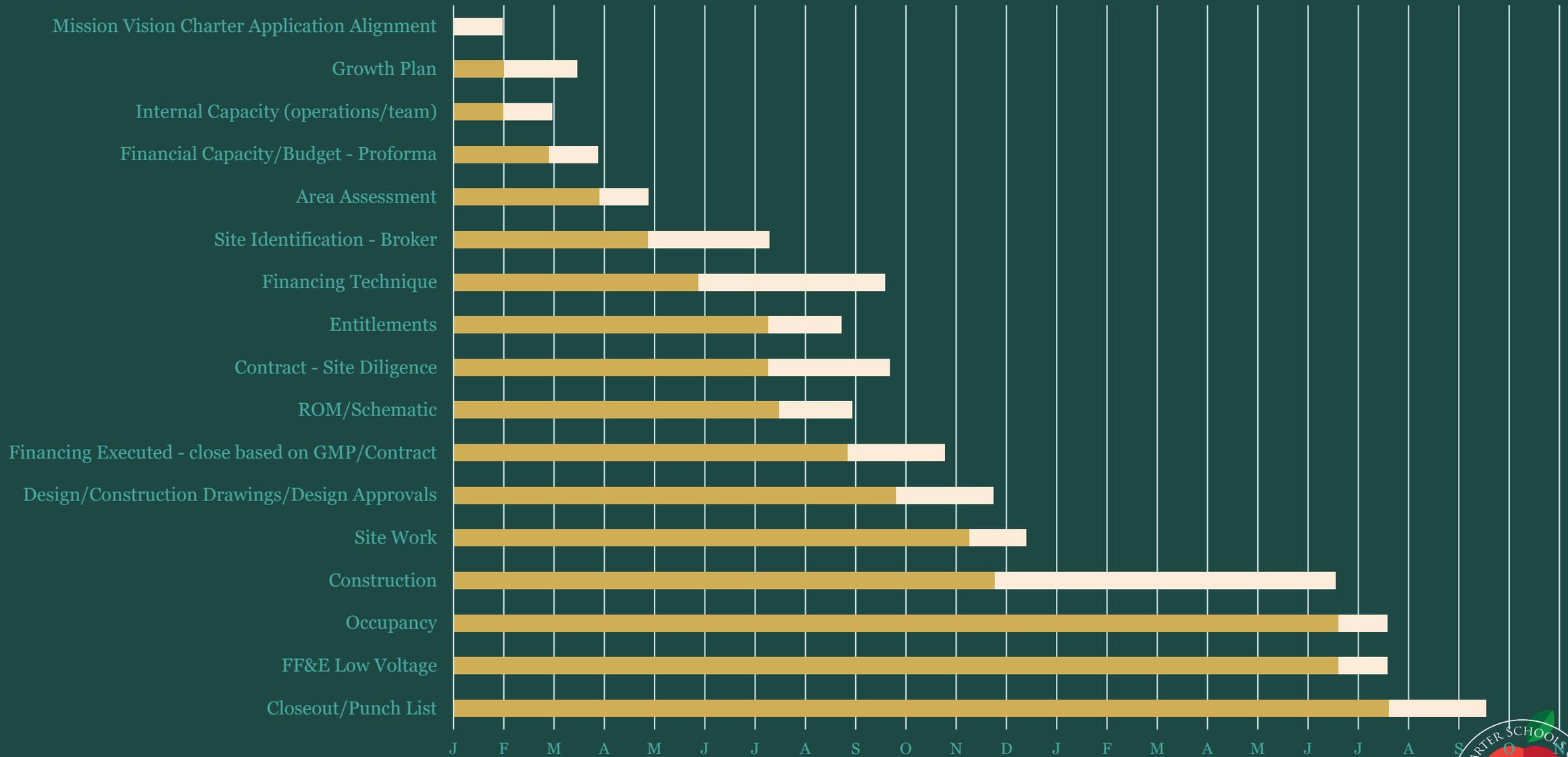


Timeline and Milestones

- How do you cut a project timeline in half?
 - Easy, start a charter school.
- Three components to consider
 - Time
 - Quality
 - Cost
- You get to pick two if you're lucky.
- What are things we can take on for zero costs as it relates to the project?



Timeline and Milestones – 21.5 Months



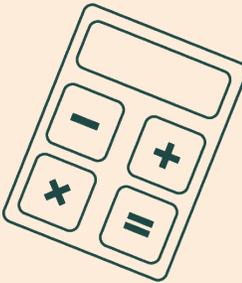
Where?



- The location of the main and alternative facility sites should be included in the petition application.
 - Does the proposed site match the school's mission and proposed academic plan?
 - Can the proposed site accommodate your projected enrollment?
 - Can any of your potential sites be excluded from consideration due to being potentially non-compliant with state or local laws?
 - [GADOE Facility Requirements](#)

How?

- How will the school acquire the facility?
 - Lease
 - Purchase
 - Donation
- Will the facility require construction or renovation?
 - Are these cost included in the budget?
- Will the school use a lender to finance the facility?
 - Always have a backup!
 - This will impact the school's CPF score.
- Be aware of local regulations
 - Building codes
 - ADA
 - Zoning
 - Certificate of Occupancy
- Be aware of GaDOE Facility Requirements



Affordability – How much can I afford?

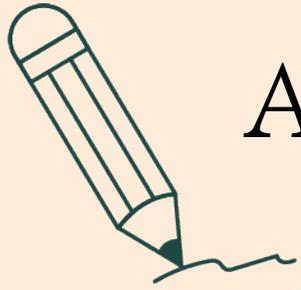


Changes with years of operating history - 12% is a number to aim for

New Schools

- Typically have a higher facility cost than established schools
- Efficiencies of scale – space dictates
- Leases and landlords assist in dictating risk and cost of risk
 - Rent credits
 - TI allowances
- Try to grow into the space
- New spaces?
- “Affordability” vs. actual costs
- Churches





Affordability – How much can I afford?

Other costs to factor:

- Insurance
- Janitorial
- Utilities
- Maintenance
- Traffic control
- Deferred maintenance (2% reserve)

You can't go house hunting if you don't know your budget. Your architect has no problem designing what you can't afford.

Why?

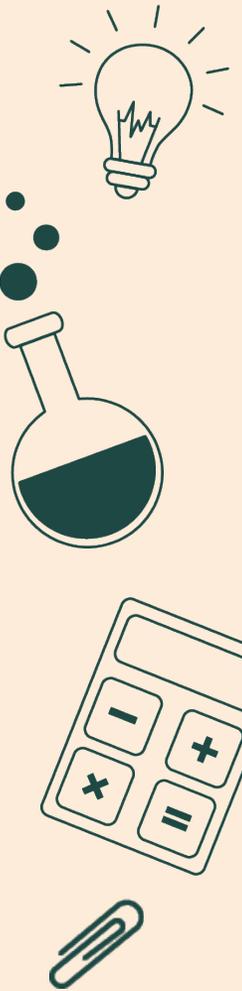


- The petitioner should be able to clearly explain the facility plan in both the petition and capacity interview.
- Why is the current plan superior to alternative strategies?
- Has the school done a cost-benefit analysis?
- Does the school's location meet the needs of the anticipated student population?
 - Petitioners should be prepared to address how students will get to the school (ex. transportation plans, available public transit, proximity to major thoroughfares or employers in the area)



Who?

- Each petitioning group should have a committee or board member to lead the facility efforts.
 - Having a board member with real estate experience is a best practice.
- Petitioners should be prepared to address questions related to the board's role in the facility selection process.
- The Facility Service Unit (FSU) at GADOE is there to answer your questions (after you have viewed their website).
 - [FSU Website](#)



Building Capacity – it takes a village



- Start with 2 – involving a board member
- Draft a narrative for how your academic paradigm fits into the programming of a facility
- Where is your target area and why?
 - What are all the schools located within 1,2,3,5 miles?
 - What grade levels do they currently serve?
 - What is the net change in enrollment for those schools?
 - Which schools will be feeder schools for you and which schools will you be a feeder school for?
- Build a Real Estate Offering (REO) for prospective landlords
- Engage a broker – someone who specializes in commercial space
- Try to get an attorney on your board – legal docs and contracts to come!



Building Capacity – it takes a village

Documents that grow:

- Board members and bios
- Leadership team and bios
- Facility team – contacts, roles, and qualifications
- Project budgets – hard and soft costs
- Financing or development strategy
- Narrative of academic paradigm
- 5 year financial forecast
- Enrollment contingency budgets



Questions?



Lunch Break

Please plan to return at 1:00 P.M.

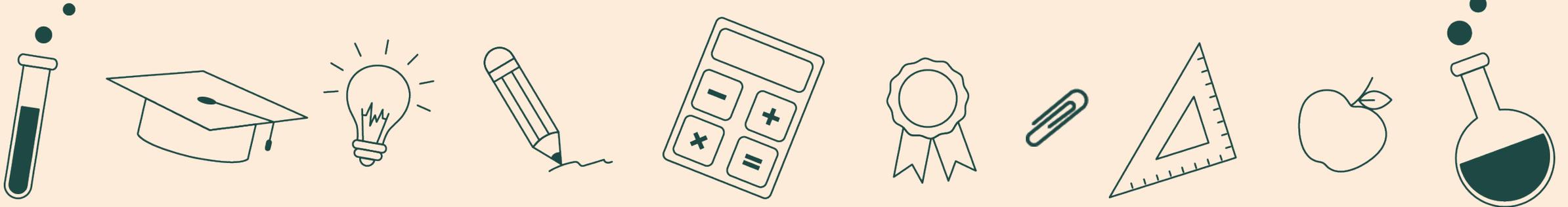


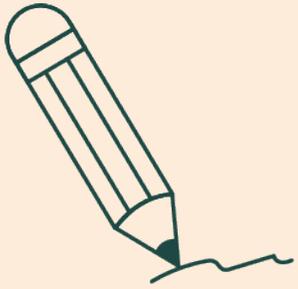


Board Overview & Building Capacity

Cerrone C. Lockett
SCSC General Counsel

State Charter Schools Commission of Georgia

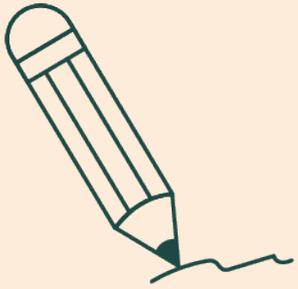




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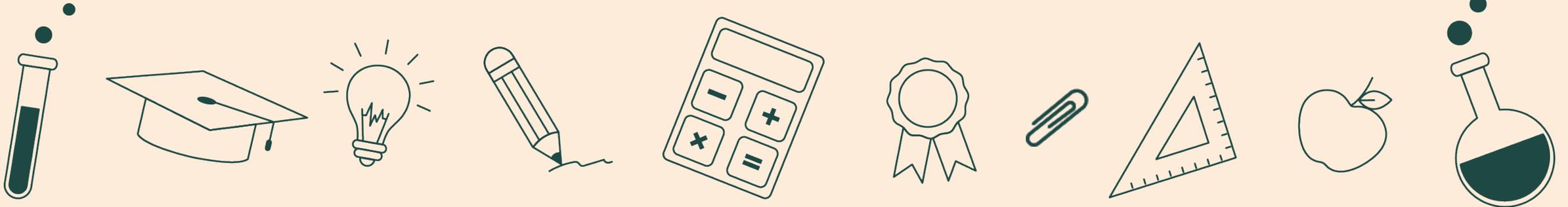
Presentation Overview

- What is a “governing board?”
- Composition
- Conflict of Interest
- SCSC Expectations





What is a charter school governing board?

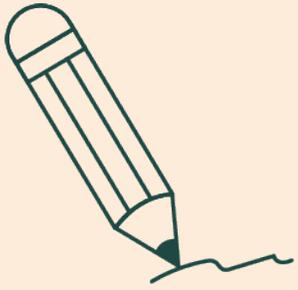


Governing Board

O.C.G.A. § 20-2-2081 (4)

The governing board of the nonprofit organization which is the charter petitioner for a state charter school, and which is the same as the governing board of the state charter school which is involved in school-level governance of the state charter school.



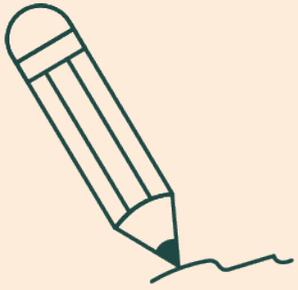


Governing Board

State Board of Education Rule 160-4-9-.04

The nonprofit governing board that will serve as a school level decision-making body at a local charter school, participates in the state charter petition review process, is a party to the charter contract, and is responsible for ensuring the implementation of and compliance with the charter contract.



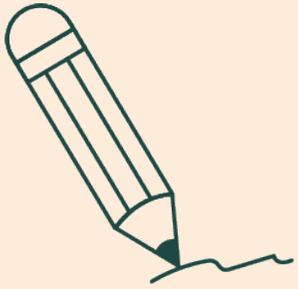


Basic Legal Requirements

The members of the governing board for the state charter school shall meet the following qualifications:

- (A) Must be a United States citizen;
- (B) Must be a resident of Georgia; and
- (C) Must not be an employee of the state charter school.





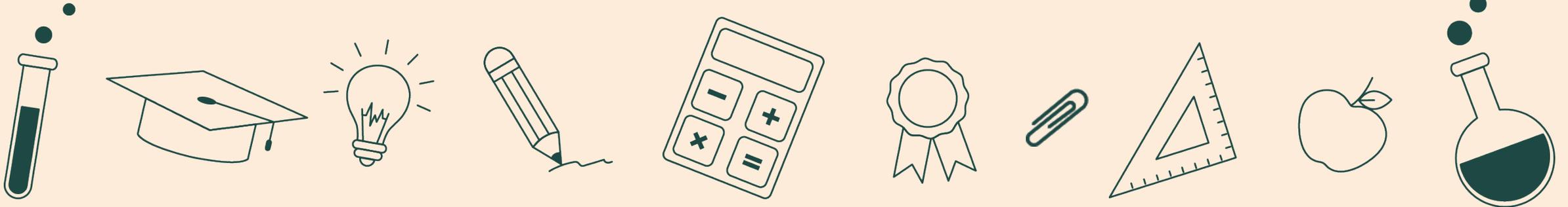
Basic Legal Requirements

- public, nonsectarian, nonreligious, nonprofit school that is not home based;
- Organized and operated as a nonprofit corporation under Georgia law.
- Subject to specific legal requirements





Governing Board Composition

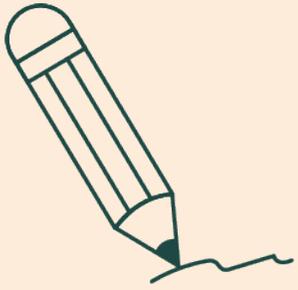


Oversight Obligations

SBOE Rule 160-4-9-.06

1. Governance
 - Training Requirements
 - Public Records and Meetings Requirements
2. Operations
 - Employment
 - Contracts
 - Finance
3. Legal Compliance
4. Compliance with Charter Contract

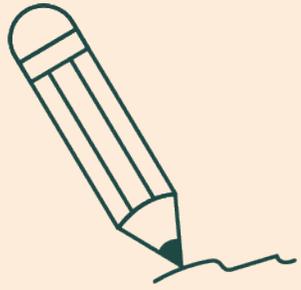




Training Requirements

Each governing board member must participate in initial training and annual training thereafter conducted or approved by the commission.

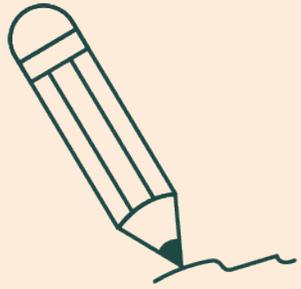




Recruitment

- Establish an internal processes to support recruitment efforts.
- Develop a recruiting team.
- Create recruitment tools, including interview processes/questions and onboarding materials.



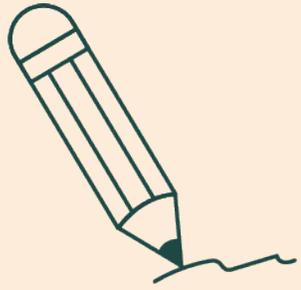


Composition

Needs Assessment

- School/Education Leadership
- Attorney/Legal
- Human Resources
- Financial Management/Business Administration
- Real Estate/Commercial Real Estate
- Fundraising
- Marketing
- Community Organization Development
- Building Community Partnerships
- Non-Profit Management





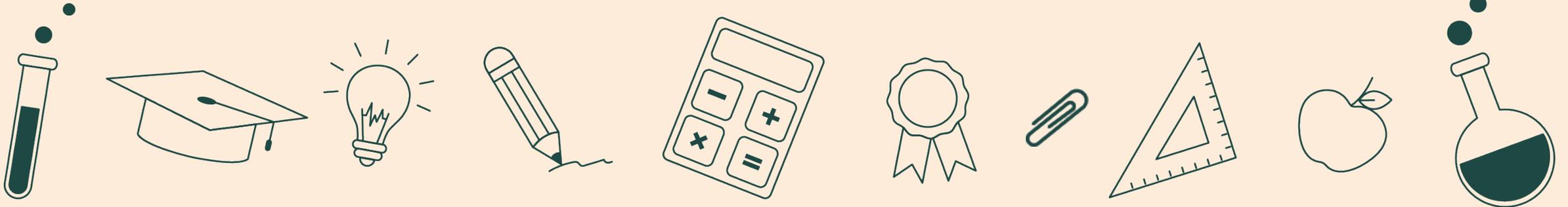
Onboarding and Training

- The SCSC Comprehensive Performance Framework (CPF)
- Local Education Agency Obligations
- School mission, vision, and educational goals
- Board member obligations
- Financial and time commitments (e.g., member fundraising or donation requirements)





Fiduciary Duties



Fiduciary Duty



A state charter school governing board has a fiduciary duty to the school – its students, staff, and community. Each member of a state charter school governing board must independently exercise their judgment with **care, loyalty, and obedience**.



Duty of Care



- Execute duties in good-faith and using that degree of diligence, care, and skill which ordinarily prudent persons would reasonably exercise under similar circumstances in like positions.
- Act in a manner reasonably believed to be in the best interests of the school.



Duty of Loyalty



- Act in a manner reasonably believed to be in the interests of the charter school and its public purposes rather than their own interests or the interests of another person or organization.
- Decisions must promote the purpose of the school.
- Closely evaluate potential conflict-of-interest transactions in good faith.



Duty of Obedience



- Ensure that the board is at all times acting in furtherance of its purpose and in compliance with the law.
- Ensure that board members can devote the time necessary to govern appropriately, including the time to evaluate reports and other data, to understand the school model and vision, and to prepare for and attend board meetings, beginning with petition development and participation in the capacity interview.



Best Practices: Fiduciary Duty

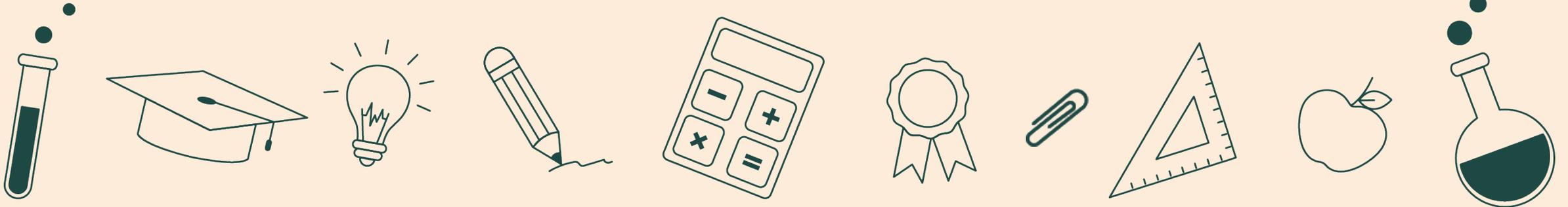


- Implement an ongoing recruitment program to develop and vet prospective governing board candidates.
- Develop, update, and implement conflict of interest policies.
- Consult experts to increase competence.
- Regularly assess the board effectiveness in adhering to its fiduciary duties.





Conflicts of Interest



Conflict of Interest

Governing board members **MUST NOT**:

- Act in an official capacity in any matter where the board member has a material financial interest that would reasonably be expected to impair objectivity;
- Solicit, accept, or knowingly accept something where there is an understanding that item was offered to influence the board member's execution of their duties.



Conflict of Interest

A governing board member **MUST NOT**:

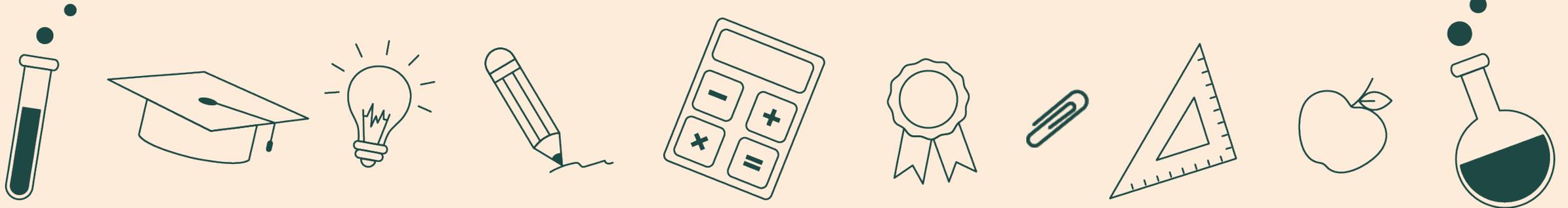
- Use their position (or information acquired exclusively by reason of their position, and which is not publicly known) for the purpose of securing financial gain.
- Be an officer or serve on the board of directors of any organization that sells goods or services to that state charter school.

O.C.G.A. § 20-2-2084(e)(2)





SCSC Expectations



Transparency

- Georgia Open Records Act Compliance
- Georgia Open Meetings Act Compliance
- Conflict of Interest Compliance



Compensation

If approved, the resulting charter contract will include a provision that states that no member of the governing board shall receive compensation for his or her service on the Governing Board in excess of reasonable expenses incurred in connection with actual attendance at board meetings or with performance of duties associated therewith.



Assessing Board Capacity

Petition & Capacity Interview

- Board selection process.
- Board make-up and experience.
- Required training and/or assurances.
- Extent of participation in developing the petition and engaging the school community.
- Substantive participation in relevant issue areas during the capacity interview.



Questions

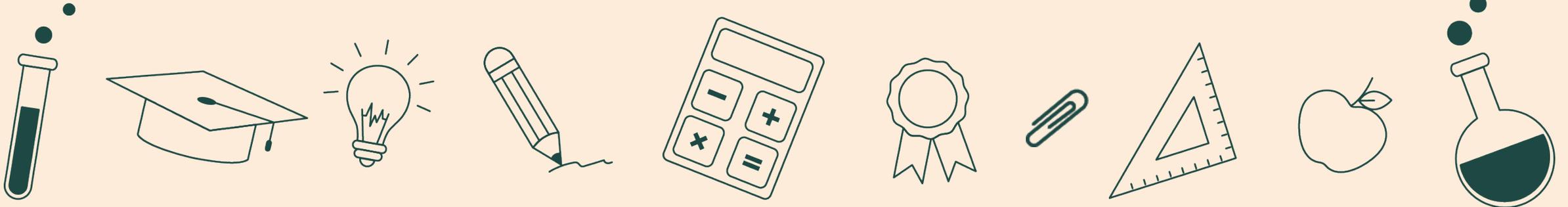


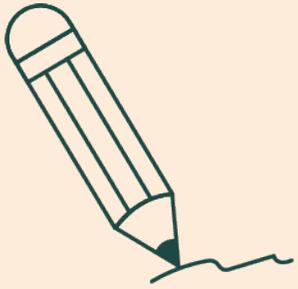


Operating as a Local Education Agency

Cerrone C. Lockett
SCSC General Counsel

State Charter Schools Commission of Georgia

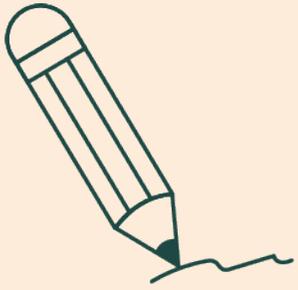




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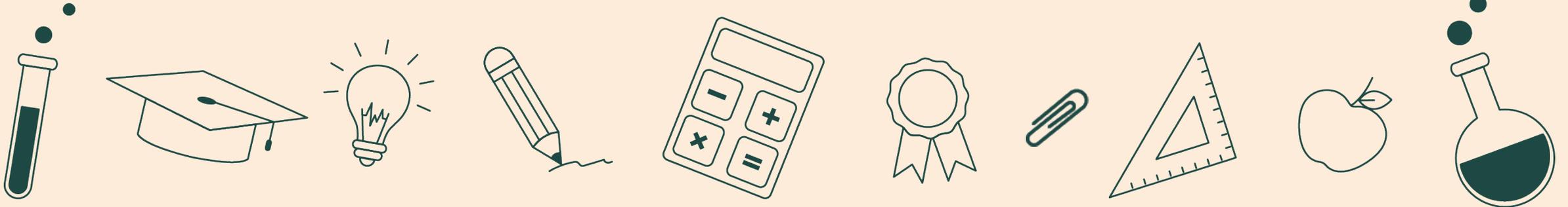
Presentation Overview

- Legal Overview
- Federal Legal Obligations
- State Legal Obligations
- Assessments, Accountability, and Data Collections and Reporting





Legal Overview

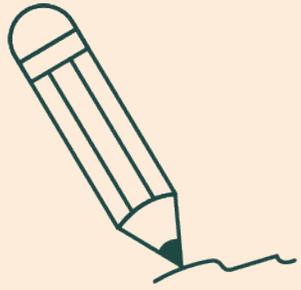


Local Education Agency

O.C.G.A. § 20-2-2090

For administrative purposes, including data reporting, student enrollment counting procedures, student achievement reporting, funding allocations, and related purposes as defined by the State Board of Education (SBOE), each state charter school, including any students receiving education services through a state charter school shall, consistent with Georgia Department of Education (GaDOE) rules and regulations, be treated as a single local education agency (LEA).





Maximum Flexibility

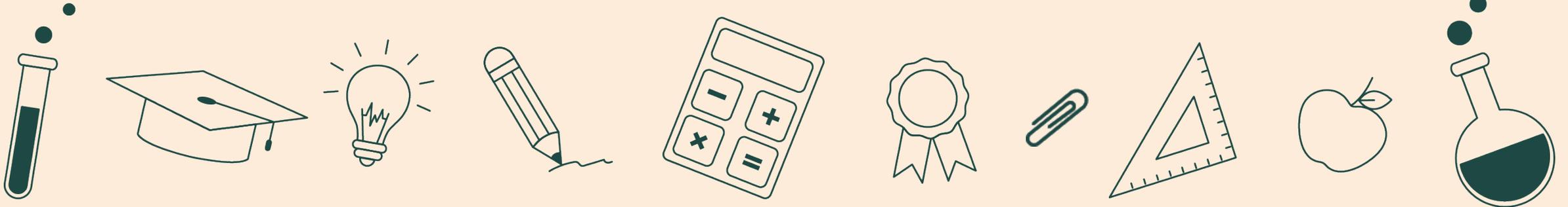
O.C.G.A. § 20-2-2065

State Charter Schools are not subject to regulations within the state education code or any state or local rule, regulation, policy, or procedure relating to schools except for State Board of Education (SBOE) rules and procedures relating to charter schools.





Federal Legal Obligations



Federal Legal Obligations

- Constitutional Rights
- Civil Rights Statutes
- Privacy and Student Records



United States Constitution



- Freedom of Speech
- Freedom of Expression
- Freedom of Religion
- Due Process



Federal Civil Rights Statutes (Students)



1. The Civil Rights Act of 1964
2. The Americans with Disabilities Act (ADA)
3. Section 504 of the Rehabilitation Act
4. Title IX of the Education Amendments
5. The Age Act



Individuals with Disabilities Education Act (IDEA)



- Free and Appropriate Public Education (FAPE)
- Child Find
- Consent
- Evaluation and Placement (LRE)
- IEP
- Procedural Safeguards
- Discipline



McKinney-Vento Homeless Assistance Act



- Prohibits Segregation
- Requires Comparable Services
- Local Liaison
- Enrollment
- Transportation



Privacy and Confidentiality

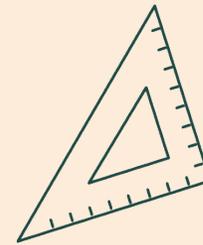
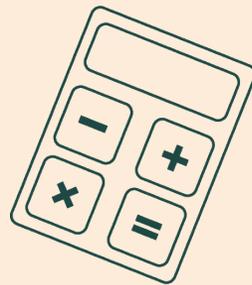


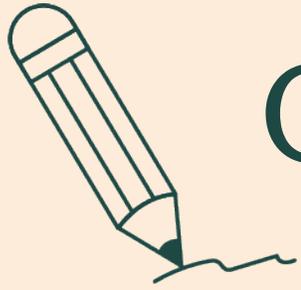
- Family Educational Rights and Privacy Act (FERPA)
- Protection of Pupil Rights Amendment (PPRA)





State Legal Obligations

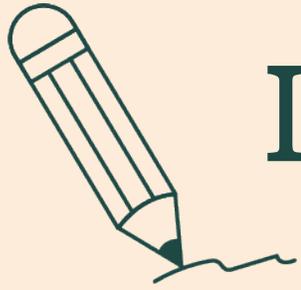




Open Enrollment

- Open enrollment for all students within attendance zone
- No improper restrictions on enrollment
- Enrollment priorities

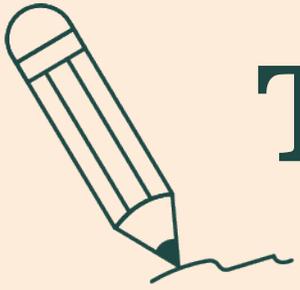




Lottery Procedures

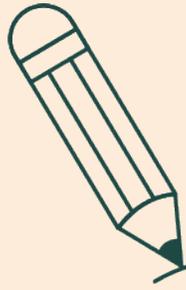
When the number of applications exceeds the capacity of the program, class, grade level, or building of the state charter school, the state charter school must conduct an admission lottery that is a random selection process to ensure that all applicants that do not have an enrollment preference have an equal chance of being admitted.





Tuition and Fees

- Cannot charge tuition or fees to a student residing within the attendance zone specified in the school's charter.
- Cannot not require students to provide materials or equipment to participate in the educational program of the school.
 - All required textbooks and other reading materials for students enrolled in the school must be provided free of charge.



Teachers

- Clearance certificate and background check requirements
- Certification waivers and requirements
- Employee Evaluations (TKES and LKES)
- Teachers Retirement System of Georgia (TRS)
- Federal Employment Obligations



Annual Operating Budget



- Annual operating budget approval requirements
 - Public Hearings
- Posting of a budget summary
 - Website transparency



Additional Obligations

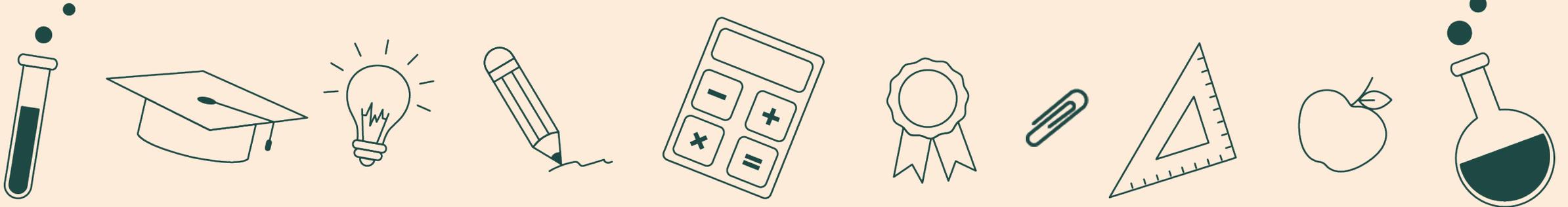


- Student Discipline
 - Code of Conduct
 - Bullying Policies
- Health and Safety
 - School Health Nurse Program
 - Infectious Disease Policies
- Facilities
 - GaDOE Requirements and Timelines





Assessment, Accountability, and Data Collections and Reporting



Accountability



State charter schools must participate in and be evaluated by a Single Statewide Accountability System.

In Georgia schools are assessed on a variety of indicators that collectively comprise the College and Career Ready Performance Index (CCRPI).



Assessments



- All students present must be tested
- Grade-level Appropriate Assessments
 - Georgia Kindergarten Inventory of Developing Skills (GKIDS)
 - Georgia Milestones
- Georgia Alternative Assessments
- Testing personnel certification requirements
- Appropriate testing window



Data Collections and Reporting



- Relationship between data reporting and Quality Basic Education (QBE) Act funding.
- Full-Time Equivalent (FTE) reporting



GaDOE Data Reporting



- Certified/Classified Personnel Information (CPI)
- Pre-ID Labels
- Student Records



Final Thoughts



Questions

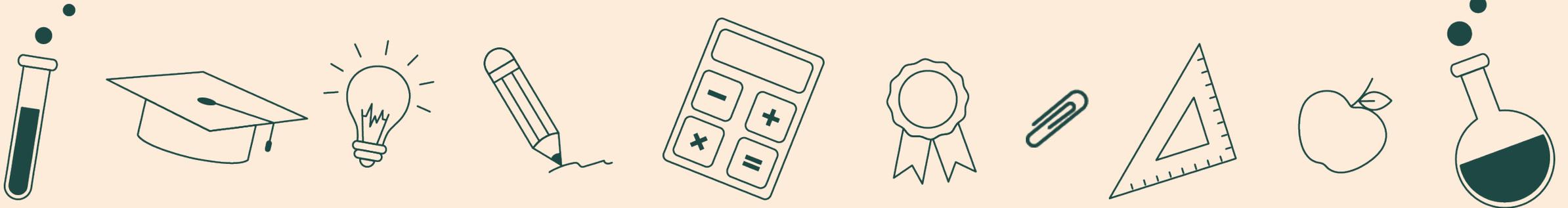


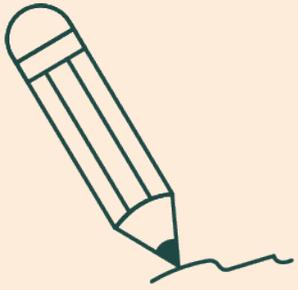


Academic Bootcamp for Petitioners

Kristen Settlemire, Associate General Counsel

Cerrone Lockett, General Counsel





Overview

- Academic Accountability
- Academic Program
- Assessment Plan



Academic Accountability



SCSC Mission and Vision



Mission: To improve public education throughout the state by authorizing high-quality charter schools that provide students with **better** educational opportunities than they would otherwise receive in traditional district schools.

Vision: Innovative and superior charter schools advancing education in every community



Academic Accountability – CPF Metrics



Schools may satisfy annual academic requirements by outperforming their attendance zone in all relevant grade bands on at least one of the following measures:

- CCRPI Content Mastery,
- CCRPI Progress,
- CCRPI Grade Band Score,
- CCRPI Single Score,
- Value-Added Impact on Student Achievement

OR by earning a “Beating The Odds” designation from GaDOE



Accountability Comparisons based on Attendance Zone

Statewide Attendance Zone

- The state charter school's score is compared to the statewide average score.

Defined Attendance Zone

- Single Districts- The state charter school's score is compared to the district's average score.
- Multiple Districts- The state charter school's score is compared to the simple average of the scores of the districts included in its attendance zone.



Accountability Comparisons based on Actual Enrollment

District Weighted Comparison Score

- The school's score will be compared to a weighted score of proportion of students from the districts in which the charter school enrolls.
Determined from the GaDOE Data Collections System of Residency Report.

School Weighted Comparison Score

- The school's score will be compared to a weighted score of proportion of students from the schools in which the charter school enrolls.
Determined from GaDOE Data Collections Student Record Address Report.





Academic Program



Academic Program Components

- Education Model
- Instructional Methods & Educational Practices
- Standards & Curriculum
- Assessment



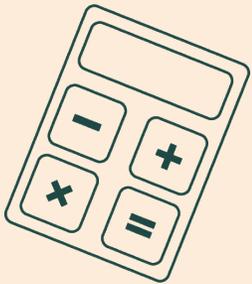
Education Model

- The overall approach to teaching and learning used in the charter school
 - Examples: STEM, Arts-Infused, Dual Language, College Prep, Project Based Learning
- SCSC is model agnostic and encourages innovation and flexibility.
- What does an exemplary response include?



Exemplary Response – Education Model

- Discussion of school's location and why this education model fits the needs of the community
- Reasons for the chosen model and what the school hopes to accomplish using this model
 - For example, your reasons could focus on the demographics of the area and the opportunities it will provide to students and families
 - *We suggest including at least three to five reasons
- Recognized research about the effectiveness of the chosen model



Instructional Methods and Educational Practices

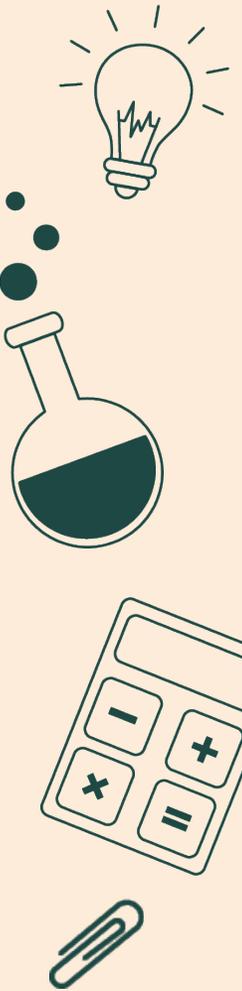
Instructional Methods: The “how to” in the delivery of lessons

- Project-based, blended, differentiation, mastery learning
- *Make sure to include how you are using data to inform and drive your instructional methods

Educational Practices: The structuring of classrooms and school operations to support the academic program

- Looping, multi-grade classrooms, year-round school calendar

A model response will provide researched reasoning behind the selected methods and practices and describe how they tie into the chosen education model.



Standards

Standards: Concise, written descriptions of what students are expected to know and be able to do at a specific stage of their education

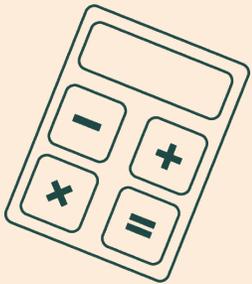
- Standards define the level of work that demonstrates achievement of the standards, enabling a teacher to know “how good is good enough.”
- Example: ELAGSE6SL4 – Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
- <https://www.georgiastandards.org/Georgia-Standards/Pages/default.aspx>



Curriculum

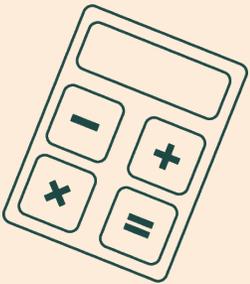
Curriculum: The lessons and academic content taught in a school or in a specific course or program

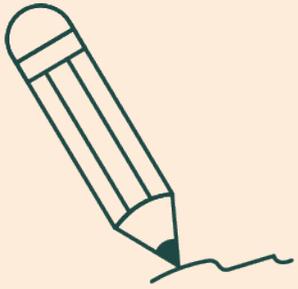
- Curricula is typically acquired and then tweaked to align to with standards and the school's mission and vision.
 - Examples: Singapore Math, Compass, iReady
- Curricula for all courses should be determined before the time of the interview – we want to know what curricula you are using.
- Petition should include a plan for ensuring alignment on the school level and on the Board level.



Cohesiveness

- Petition should describe how the school will integrate all aspects of its educational model, instructional methods, and curricula in an organized and cohesive program that complements the school's mission and vision.
- Exemplary responses may include the following:
 - Discuss instructional methods and instructional practices to be employed
 - Provide a day in the life of a student at your school
 - Include a school schedule, professional development plan, and budget that supports all of the proposed programs

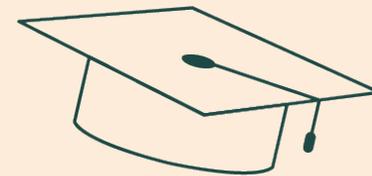




Assessment

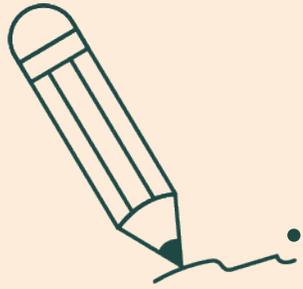
- The systematic collection, review, and use of information about educational programs in order to assess what students know in order to improve learning and development.
- Assessment plans (to be discussed more in depth later) should include information from a variety of sources collected during various points in time, including, but not limited to, benchmark assessments and summative assessments.
- Must ensure alignment to state standards!
- State Charter Schools are not exempt from and cannot waive participation in mandatory state assessments.





Assessment Plan





Assessment Checklist

- Understand the role assessment results play in accountability
- Understand which assessments are mandatory and how to effectively implement them
- Select/develop interim assessments and implement a system of data driven instruction
 - Common interim assessments: 4-6 times a year
 - Alignment to state tests and college readiness
 - Use results to re-teach and reassess
- Staffing plan supports elements proposed in assessment plan
 - Mistake: thinking the school leader alone can do all of this work
- School calendar and schedule support elements proposed in assessment plan



Assessment	Content	Students
ACCESS for ELLs 2.0	Reading, Writing, Listening, and Speaking	K-12 English Learners in the ESOL program
Alternate ACCESS	Reading, Writing, Listening, and Speaking	English learners with significant cognitive disabilities that are severe enough to prevent meaningful participation in the ACCESS for ELLs 2.0 assessment.
Georgia Alternate Assessment 2.0 (GAA 2.0)	English/Language Arts, Mathematics, Science, and Social Studies in grades 5 and 8 and high school English/Language Arts and Mathematics, grades K, 3, 4, 6, and 7	Students with significant cognitive disabilities
Georgia Kindergarten Inventory of Developing Skills 2.0 (GKIDS 2.0)	English language arts (ELA) , Mathematics, Science (optional) , Social Studies (optional), Approaches to learning , Personal and Social Development, Motor skills (optional)	All Kindergarten Students
GKIDS 2.0 Readiness Check	Foundations of School Success, English/Language Arts, Mathematics	All Kindergarten Students
Georgia Milestones Assessment System End of Grade and End of Course	English/Language Arts, Mathematics, Science, and Social Studies, grades 5 and 8 and high school English/Language Arts and Mathematics, grades 3, 4, 6, and 7	All 3-8 and high school students except those that don't qualify for GAA 2.0
National Assessment of Educational Progress (NAEP)	National assessments in different subjects	Selected Students in grades 4, 8, and 12 or ages 9, 13, and 17



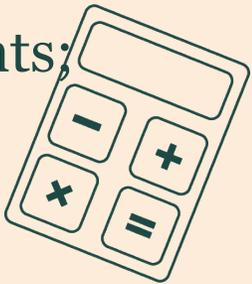
Test	Dates Offered	Testing Participants	Testing Emphasis	Testing Importance
Strategic Teaching and Evaluation of Progress (STEP) Assessment system	August	K-3	Match students to appropriate texts for them to read at their grade level. Place students in differentiated guided reading groups and determine placement in intervention. Set goals for student growth and measure student progress Deepen teacher's understanding of reading instruction and each individual child's progress	Measures student reading level and gives information about student reading skills in the areas of fluency, accuracy, phonemic awareness, and reading comprehension
Georgia Kindergarten Inventory of Developing Skill (GKIDS)	August	Kindergarten (K)	Performance-based, aligned to state mandated content standards.	Provides teachers with information about the level of instructional support needed by individual students entering kindergarten and 1-grade
Georgia Milestones Assessment System	Nov, May	Grades 3 through 8	English Language Arts, Mathematics Science (5, 8), Social Studies (5, 8)	Compare students to peers across the state Measure growth of a student, class, grade, school over time Measure effectiveness of teaching against student learning

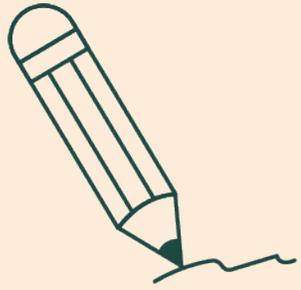


Exemplary Response – Assessment Plan



- Discuss what assessments and data management systems will be used by the school;
- Explain how the school will make adjustments to instructional methods based on assessment data;
- Detail how the school will ensure that its assessments align to the GSE;
- Discuss how the school will ensure participation in statewide mandatory assessments;
- Provide information on how your school will use Milestones data in promotion/retention decisions;
- Explain how the school’s staffing plan and school calendar support the proposed assessment plan.





Statewide Longitudinal Data System

The Statewide Longitudinal Data System (SLDS) is a free application from GaDOE that provides access to historical data, including Assessments, Attendance, Enrollment, Courses, and Grades, beginning with the 2006-2007 school year.

SLDS is designed to help districts, schools, and teachers make informed, data-driven decisions to improve student learning.

Choose a Student Information System (SIS) that is compatible with the SLDS.

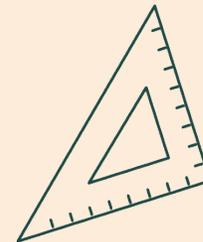
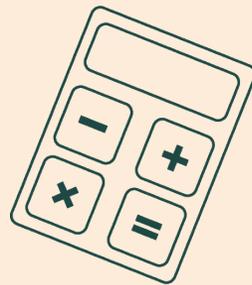
- Ex. Infinite Campus, Power School, and SchoolMax

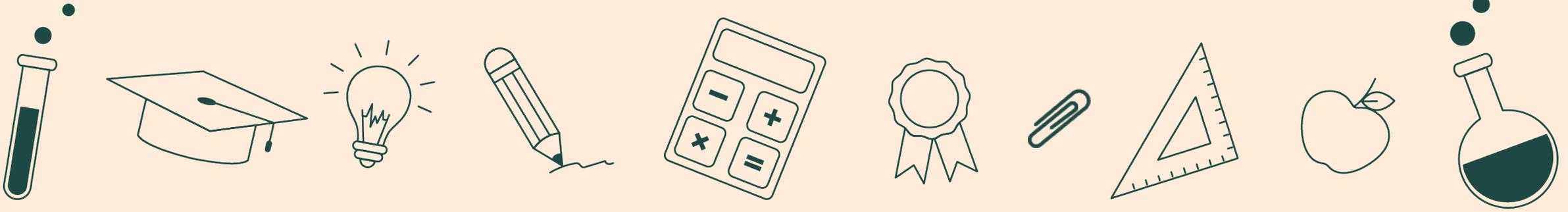
Once approved, schedule to [receive training on the SLDS](#). GaDOE has staff dedicated to visiting schools and training personnel on the SLDS at no cost.



Specific Questions?

Please contact Katie Manthey,
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