

2015 NEW SCHOOL APPLICATION RUBRIC

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CATEGORY 2: EXECUTIVE SUMMARY

Section 1: Executive Summary

Ranking			
Does Not Meet – 0	Partially Meets – 1	Meets – 2	Exceeds – 3
<p>The executive summary provides little or no evidence of the school's mission and vision; target student population and community location or geographic area for the proposed school; the educational need and anticipated student population; leadership and governance. There is little or no description of the plan for the school, how the applicant will successfully open and operate a high-quality school; community engagement, and evidence of need for the proposed charter school.</p>	<p>The executive summary <i>partially</i> outlines the school's mission and vision; target student population and community location or geographic area for the proposed school, though it is unclear with regards to the educational need and anticipated student population; leadership and governance.</p> <p>The description of the plan for the school and/or the explanation of how the applicant will successfully open and operate a high-quality school; community engagement, and evidence of need for the proposed charter school lacks clarity and focus.</p>	<p>The executive summary clearly outlines all of the following information: the school's mission and vision; community location or geographic area for the proposed school and the school district where it will be located; the educational need and anticipated student population; the challenges specific to those considerations; a brief description of the plan for the school and an explanation of how the applicant will successfully open and operate a high-quality school; and evidence of need for the proposed charter school.</p>	<p>The executive summary clearly, convincingly and succinctly presents a strong executive summary and school mission and vision. This is demonstrated by the following:</p> <p>A clear and comprehensive school's mission and vision; target student population and community location or geographic area for the proposed school and the school district where it will be located; the educational need and anticipated student population; leadership and governance; a brief description of the plan for the school and an explanation of how the applicant will successfully open and operate a high-quality school; community engagement, and evidence of need for the proposed charter school.</p>
<p>The mission statement has little or no description of the students and community to be served, school goals and objectives, what success will look like, and/or no alignment with Washington charter law and the Commission's stated priorities.</p>	<p>The mission statement insufficiently describes the students and community to be served, school goals and objectives, what success will look like, and/or insufficiently aligns with Washington charter law and the Commission's stated priorities.</p>	<p>The mission statement clearly describes the students and community to be served, school goals and objectives, what success will look like, and aligns with Washington charter law and the Commission's stated priorities.</p>	<p>The mission statement clearly and comprehensively describes the students and community to be served, school goals and objectives, what success will look like, and aligns with Washington charter law and the Commission's stated priorities.</p>
<p>There is little or no description of the anticipated target student population, students' educational needs, non-academic challenges, rational for selecting the location and student body, and enrollment priorities that are consistent with applicable restrictions.</p>	<p>There is a limited description of the anticipated target student population, students' educational needs, non-academic challenges, rational for selecting the location and student body, and enrollment priorities that are consistent with applicable restrictions.</p>	<p>There is a description of the anticipated target student population, students' educational needs, the non-academic challenges, a rational for selecting the location and student body, and enrollment priorities that are consistent with applicable restrictions.</p>	<p>There is a thorough and compelling description of the anticipated target student population, students' educational needs, non-academic challenges, rational for selecting the location and student body, and enrollment priorities that are consistent with applicable restrictions.</p>
<p>There is little or no description of the education program, major instructional methods, assessment strategies, non-negotiables of the school model and/or little or no description of what the school will do more effectively than the schools now serving the proposed targeted student population.</p>	<p>There is a limited overview of the education program, major instructional methods, assessment strategies, non-negotiables of the school model and/or an insufficient summary of what the school will do more effectively than the schools now serving the proposed targeted student population.</p>	<p>There is an overview of the education program, major instructional methods, assessment strategies, non-negotiables of the school model and a summary of what the school will do more effectively than the schools now serving the proposed targeted student population.</p>	<p>There is a compelling overview of the education program, major instructional methods, assessment strategies, non-negotiables of the school model and a strong and sophisticated summary of what the school will do more effectively than the schools now serving the proposed targeted student population.</p>
<p><i>Continued on page 3</i></p>	<p><i>Continued on page 3</i></p>	<p><i>Continued on page 3</i></p>	<p><i>Continued on page 3</i></p>

Ranking			
Does Not Meet – 0	Partially Meets – 1	Meets – 2	Exceeds – 3
<p><i>Continued from page 2</i></p> <p>There is little or no description of community engagement partnerships, activities and their results.</p> <p>There is little or no documentation verifying board member criminal records checks through the Washington State patrol criminal identification system and through the federal bureau of investigation.</p> <p>The applicant has provided little or no explanation or rationale for requesting an additional planning year.</p> <p>There is little or no rationale for the number of students and grades levels served in year 1 of the attendance projection and/or the basis for the growth plan.</p> <p>Overall, the applicant has provided an insufficient executive summary and demonstrates little to no capacity for meeting its goals..</p>	<p><i>Continued from page 2</i></p> <p>There is an insufficient summary of community engagement partnerships, activities and their results.</p> <p>There is some evidence of appropriate documentation verifying board member criminal records checks through the Washington State patrol criminal identification system and through the federal bureau of investigation.</p> <p>The applicant has provided some explanation and rationale regarding its request for an additional planning year.</p> <p>There is an insufficient rationale for the number of students and grades levels served in year 1 of the attendance projection and/or the basis for the growth plan.</p> <p>Overall, the executive summary demonstrates some capacity for the school to achieve its goals. Some of the information is missing, not accurate, comprehensible, and/or measurable.</p>	<p><i>Continued from page 2</i></p> <p>There is a summary of community engagement partnerships, activities and their results.</p> <p>Appropriate documentation verifying board member criminal records checks through the Washington State patrol criminal identification system and through the federal bureau of investigation has been provided (Attachment2).</p> <p>If the applicant requests an additional planning year, a clear explanation of the rationale for the additional planning year (e.g. securing start-up funding, facilities acquisition, etc.) is provided.</p> <p>There is a rationale for the number of students and grades levels served in year 1 of the attendance projection and the basis for the growth plan.</p> <p>Overall, the executive summary clearly demonstrates the school’s capacity and ability to achieve its goals. The information is accurate, cohesive, clear, concise, and measurable.</p>	<p><i>Continued from page 2</i></p> <p>There is a compelling summary of community engagement partnerships activities and their results which convincingly demonstrates community engagement.</p> <p>Appropriate documentation verifying board member criminal records checks through the Washington State patrol criminal identification system and through the federal bureau of investigation has been provided (Attachment2).</p> <p>If the applicant requests an additional planning year, a clear, comprehensive and compelling explanation of the rationale for the additional planning year (e.g. securing start-up funding, facilities acquisition, etc.) is provided.</p> <p>There is a compelling rationale for the number of students and grades levels served in year 1 of the attendance projection and the basis for the growth plan.</p> <p>Overall, the executive summary clearly demonstrates the school’s capacity and ability to achieve its goals. The summary is compelling, accurate, cohesive, clear, concise, and measurable.</p>

CATEGORY 3: EDUCATIONAL PROGRAM DESIGN AND CAPACITY

Section 2: Program Overview

Ranking			
Does Not Meet – 0	Partially Meets – 1	Meets – 2	Exceeds – 3
There is little or no information regarding the essential design elements of the school model, and/or the applicant has not provided at least at least three measurable Education Program Terms.	The essential design elements of the school model and the Education Program Terms (at least three) lack clarity and/or are not all measurable.	The applicant has provided the essential design elements of the school model, and at least three (no more than five) measurable Education Program Terms.	The applicant has convincingly and comprehensively summarized the essential design elements of the school model, and provided at least three (no more than five) measurable Education Program Terms.
Based on its description, the applicant has demonstrated little to no understanding of the research-based and/or other evidence that promises success for this program with the anticipated student population.	The applicant has demonstrated a limited understanding of the research-based and/or other evidence that promises success for this program with the anticipated student population.	The applicant briefly described and demonstrated an understanding of the research-based and/or other evidence that promises success for this program with the anticipated student population.	The applicant’s description demonstrated a thorough and sophisticated understanding of the research-based and/or other evidence that promises success for this program with the anticipated student population.
The applicant has provided little to no mention of the instructional methods and assessment strategies and/or has provided little to no description of the culturally responsive aspects of the program.	The applicant minimally mentions the instructional methods and/or assessment strategies, though does not describe the culturally responsive aspects of the program.	The applicant highlights the instructional methods and assessment strategies and has described the culturally responsive aspects of the program.	The applicant has clearly and comprehensively described the instructional methods and assessment strategies and has described the culturally responsive aspects of the program and provided strong evidence of the impact of the culturally responsive aspects of the program.
Overall, the applicant, has provided little or no description of its educational program model and does not demonstrate an overall understanding of its educational program.	Overall, the applicant has insufficiently described its educational program and demonstrates a limited overall understanding of its educational program.	Overall, the applicant has described a strong educational program model and demonstrated an overall understanding of its educational program.	Overall, the applicant has described a sophisticated educational program model and demonstrated a thorough understanding of its educational program with a high likelihood for success

Section 3: Curriculum and Instructional Design

Ranking			
Does Not Meet – 0	Partially Meets – 1	Meets – 2	Exceeds – 3
There is little or no description of the basic learning environment and/or reference to class size and structure, and/or mission and vision.	The description of the basic learning environment is limited and/or only includes some of the required information, and/or is not aligned to the school mission and vision.	The description of the basic learning environment is clear, includes class size and structure <i>and</i> is aligned to the school’s mission and vision.	The description of the basic learning environment is clear, comprehensive and includes class size and structure <i>and</i> is aligned to the school’s mission and vision.
There is little or no description of the school’s plan for using curricula that are aligned to applicable state standards. And/or there is no description of the appropriate course outcomes scope and sequence, and/or vertical and horizontal alignment.	The description of the school’s plan for using curricula has partially or insufficiently demonstrated alignment to applicable state standards and/or has not provided the appropriate course outcomes, scope and sequence, and/or vertical and horizontal alignment.	There is a detailed description of the school’s plan for using curricula that are aligned to applicable state standards with the appropriate course outcomes, scope and sequence provided (Attachment 3). Vertical and horizontal curriculum alignment is addressed.	The description of the school’s plan for using curricula contains sufficient detail to determine strong alignment to applicable state standards with the appropriate course outcomes, scope and sequence provided. Additionally, the applicant has demonstrated strong curriculum vertical and horizontal alignment for all grades the school will serve.
There is little or no evidence that the education program terms and design elements have a sound base in research, theory, and/or experience, and/or do not demonstrated the potential for rigor, engagement and effectiveness for the anticipated student population.	There is limited evidence that the education program terms and design elements have a sound base in research, theory, and/or experience, and/or, provide limited potential for rigor, engagement and effectiveness for the anticipated student population.	There is evidence that the education program terms and design elements are based on proven methods, have a sound base in research, theory, and/or experience, and are rigorous, engaging and effective for the anticipated student population.	There is strong evidence that the education program terms and design elements are based on proven methods, have a sound base in research, theory, and/or experience, and have a strong potential to be rigorous, engaging and effective for the anticipated student population.
There is little or no description regarding how the curriculum will be developed, if the applicant plans to develop a curriculum.	There is a limited and/or incomplete description regarding how the curriculum will be developed, If the applicant plans to develop a curriculum.	If the applicant plans to develop a curriculum, a detailed description regarding how the curriculum will be developed is provided (Attachment 4).	If the applicant plans to develop a curriculum, a detailed and comprehensive description regarding how the curriculum will be developed is provided.
There is little or no description of the primary instructional strategies, and/or a rationale for why the listed strategies are being used.	The description of the primary instructional strategies and the rationale for why the listed strategies are being used are limited and provide insufficient detail.	A detail description of the primary instructional strategies along with a rationale for why the listed strategies are being used is provided.	There is a detailed description of the primary instructional strategies along with a compelling and research, or experience based rationale for why the listed strategies are being used is provided. The applicant has presented a compelling educational program with a strong potential for student success.

Section 4: Student Performance Standards

Ranking			
Does Not Meet – 0	Partially Meets – 1	Meets – 2	Exceeds – 3
There is little or no description of the student performance standards for the school as a whole.	There is a description of the student performance standards for the school as a whole, though they do not address all grades and are limited in detail.	There is a description of the student performance standards for the school as a whole.	There is a comprehensive description of the student performance standards for the school as a whole. The clear alignment of the standards to the educational program and essential design elements further demonstrate the applicant’s thorough understanding of performance standards and capacity to implement high standards for student success.
There is little or no description of the school’s plan for using internal and external assessments to measure and report student progress.	There is a description of the school’s plan for using internal and external assessments to measure and report student progress, though it is limited and/or incomplete in its description of the use of the various assessments.	There is a detailed description of the school’s plan for using internal and external assessments (formative and summative) to measure and report student progress.	There is a detailed description of the school’s plan for using internal and external (formative and summative) assessments to measure and report student progress and a demonstration of how the proposed assessments align with the chosen curriculum.
There is little or no explanation and/or rationale of the expectations (e.g. content areas, grade levels), if the applicant plans to adopt or develop additional academic expectations beyond the state standards.	There is a minimal and/or limited explanation and/or rationale for the expectations (e.g. content areas, grade levels), if the applicant plans to adopt or develop additional academic expectations beyond the state standards.	If the applicant plans to adopt or develop additional academic expectations beyond the state standards, a clear explanation and rationale of the expectations (e.g. content areas, grade levels) are provided.	If the applicant plans to adopt or develop additional academic expectations beyond the state standards, there is a clear, comprehensive and compelling explanation and rationale of the expectations (e.g. content areas, grade levels) and alignment to the educational program is provided.
The applicant has insufficiently, or not addressed policies, standards, and/or expectations for promoting students from one grade to the next, and/or a plan for clearly communicating these criteria to staff, students, and families.	The applicant has mentioned the policies, standards, and expectations for promoting students from one grade to the next are based on research and/or best practices and a plan for communicating these criteria to staff, students, and families, though there is insufficient detail and description.	There are policies, standards, and expectations for promoting students from one grade to the next are based on research and/or best practices and a culturally responsive plan for clearly communicating these criteria to staff, students, and families.	There are clear policies, high standards, and expectations for promoting students from one grade to the next are based on research and/or best practices, and a culturally responsive plan for clearly communicating these criteria to staff, students, and families.
The applicant has provided little to no description of the school’s exit standards for graduating students (Attachment 5), it is unclear what students in the last grade served must know and be able to do to meet or exceed all state grade level expectations.	The applicant has provided the school’s exit standards for graduating students (Attachment 5), though it is not clear what students in the last grade served will know and be able to do to meet or exceed all state grade level expectations, and/or the applicant has demonstrated a weak understanding of exit standards.	The applicant has provided the school’s exit standards for graduating students (Attachment 5), which clearly set forth what students in the last grade served will know and be able to do, and meet or exceed all state grade level expectations.	The applicant has provided the school’s exit standards for graduating students (Attachment 5), which clearly set forth in student what students in the last grade served will know and be able to do, and meet or exceed all state grade level expectations.

Section 5: High School Graduation Requirements (High Schools Only)

Ranking				
Does Not Meet – 0	Partially Meets – 1	Meets – 2	Exceeds – 3	N/A
There is little or no description of how the school will meet the requirements described in Attachment 5 , and/or little or no explanation of how students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered. If graduation requirements for the school will exceed state standards, explain the additional requirements.	There is a limited description with insufficient detail on how the school will meet the requirements described in Attachment 5 , along with an explanation of how students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered; and if graduation requirements for the school will exceed state standards, an explanation of the additional requirements.	There is a description of how the school will meet the requirements described in Attachment 5 , along with an explanation of how students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered. If graduation requirements for the school will exceed state standards, an explanation of the additional requirements.	There is a clear, and comprehensive description of how the school will meet the requirements described in Attachment 5 , along with an explanation of how students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered. If graduation requirements for the school will exceed state standards, an explanation of the additional requirements.	
There is little or no explanation of how the graduation requirements will ensure student readiness for college or other postsecondary opportunities (e.g. trade school, military service, or entering the workforce).	The explanation of how the graduation requirements will ensure student readiness for college or other postsecondary opportunities (e.g. trade school, military service, or entering the workforce) lacks clarity and sufficient detail.	There is an explanation of how the graduation requirements will ensure student readiness for college or other postsecondary opportunities (e.g. trade school, military service, or entering the workforce).	There is a clear and convincing description of how the graduation requirements will ensure student readiness for college or other postsecondary opportunities (e.g. trade school, military service, or entering the workforce).	
There is little or no explanation of the systems and structures the school will implement for students at risk of dropping out and/or not meeting the proposed graduation requirements.	There is an explanation of the systems and structures the school will implement for students at risk of dropping out and/or not meeting the proposed graduation requirements, though, it did not provide a convincing description of meeting the needs of at-risk students and/or represent culturally responsive strategies.	There is a clear description of the systems and structures the school will implement for students at risk of dropping out and/or not meeting the proposed graduation requirements.	There is a thorough and sophisticated description of the systems and structures used for students at risk of dropping out and/or not meeting graduation requirements, which demonstrates a strong understanding of at-risk student needs and a high potential for student success.	

Section 6: School Calendar and Schedule

Ranking			
Does Not Meet – 0	Partially Meets – 1	Meets – 2	Exceeds – 3
<p>There is little or no description of the annual academic schedule for the school, how the calendar reflects the needs of the educational program and meets Washington State minimum instructional requirements as stated in RCW 28A.150.220(2). The school’s proposed calendar for the first year of operation, does not include the total number of instructional days and hours, holidays, make-up days in case of inclement weather, and state assessment days (Attachment 6).</p> <p>The applicant has provided little or no evidence regarding the structure of the school day and week, including the number of instructional hours/ minutes in a day for core subjects, and/or there is little or no explanation on how the school’s daily and weekly schedule will be optimal for student learning. Attachment 6 is missing or incomplete.</p>	<p>There is a description of the annual academic schedule for the school though it does not clearly explain and/or demonstrates how the calendar reflects the needs of the educational program and meets Washington State minimum instructional requirements as stated in RCW 28A.150.220(2). The school’s proposed calendar for the first year of operation, lacks sufficient detail regarding the total number of instructional days and hours, holidays, make-up days in case of inclement weather, and state assessment days (Attachment 6).</p> <p>The applicant has provided limited and insufficient detail regarding the structure of the school day and week, including the number of instructional hours/ minutes in a day for core subjects such as language arts, mathematics, science, and social studies, the start and dismissal times. There is a minimal explanation why the school’s daily and weekly schedule will be optimal for student learning. The minimum number of hours/minutes per day and week that the school will devote to academic instruction in each grade has been provided along with a sample daily and weekly schedule for each division of the school (Attachment 6), though, the applicant has demonstrated a limited or incomplete understanding of the instructional time necessary for optimal student learning.</p>	<p>There is a clear description of the annual academic schedule for the school which explains and demonstrates how the calendar reflects the needs of the educational program and meets Washington State minimum instructional requirements as stated in RCW 28A.150.220(2). The school’s proposed calendar for the first year of operation, includes the total number of instructional days and hours, holidays, make-up days in case of inclement weather, and state assessment days (Attachment 6).</p> <p>The applicant describes the structure of the school day and week, including the number of instructional hours/ minutes in a day for core subjects such as language arts, mathematics, science, and social studies, and the start and dismissal times. There is an explanation why the school’s daily and weekly schedule will be optimal for student learning. The minimum number of hours/minutes per day and week that the school will devote to academic instruction in each grade has been provided along with a sample daily and weekly schedule for each division of the school (Attachment 6).</p>	<p>There is a clear description of the annual academic schedule for the school which explains and demonstrates how the calendar reflects the needs of the educational program and meets or exceeds Washington State minimum instructional requirements as stated in RCW 28A.150.220(2). The school’s proposed calendar for the first year of operation, includes the total number of instructional days and hours, holidays, make-up days in case of inclement weather, and state assessment days (Attachment 6).</p> <p>The applicant has comprehensively described the structure of the school day and week, including the number of instructional hours/ minutes in a day for core subjects such as language arts, mathematics, science, and social studies, and the start and dismissal times. There is a strong and sophisticated explanation as to why the school’s daily and weekly schedule will be optimal for student learning. The minimum number of hours/minutes per day and week that the school will devote to academic instruction in each grade has been provided along with a realistic and compelling sample daily and weekly schedule for each division of the school (Attachment 6).</p> <p>Overall, the applicant has provided exceptional evidence of a compelling daily and annual school schedule that will lead to optimal learning.</p>

Section 7: School Culture

Ranking			
Does Not Meet – 0	Partially Meets – 1	Meets – 2	Exceeds – 3
There is little or no description of the culture of the proposed school, explaining how it will promote a positive and culturally inclusive academic environment and reinforce student intellectual and social development.	The description of the culture of the proposed school, lacks sufficient detail as to how it will promote a positive and culturally inclusive academic environment and reinforce student intellectual and social development.	There is a description of the culture of the proposed school, explaining how it will promote a positive and culturally inclusive academic environment and reinforce student intellectual and social development.	There is a compelling description of the culture of the proposed school, explaining how it will promote and sustain a positive and culturally inclusive academic environment and reinforce student intellectual and social development. The applicant’s description demonstrates a solid understanding and strong capacity to practice cultural inclusiveness.
There is little or no description for how the school will create and implement this culture for students, teachers, administrators, and parents/guardians starting from the first day of school, and/or there is little or no description of a plan for enculturating students who enter the school mid-year.	The explanation of how the school will create and implement this culture for students, teachers, administrators, and parents/guardians starting from the first day of school, including a plan for enculturating students who enter the school mid-year demonstrates a limited or incomplete understanding of how to create and implement a positive school culture.	There is a description for how the school will create and implement this culture for students, teachers, administrators, and parents/guardians starting from the first day of school, including a plan for enculturating students who enter the school mid-year.	There is a complete and comprehensive explanation There is a description for how the school will create and implement this culture for students, teachers, administrators, and parents/guardians starting from the first day of school, including a plan for enculturating students who enter the school mid-year.
There is no plan for establishing and maintaining the culture among students, teachers, administrators, and parents.	The plan for establishing and maintaining the culture among students, teachers, administrators, and parents is limited and/or does not provide sufficient detail to determine how the culture will be n maintained.	There is an effective plan for establishing and maintaining the culture among students, teachers, administrators, and parents.	There is a well-articulated, compelling and comprehensive plan for establishing and maintaining the school culture among students, teachers, administrators, and parents.
There is little or no explanation for how the school culture will be culturally responsive, take account of and serve all students, including students receiving special education services, English Language Learners (ELLs) and any student at risk of academic failure.	The explanation for how the school culture will be culturally responsive, take account of and serve all students, including students receiving special education services, English Language Learners (ELLs) and any student at risk of academic failure is limited and/or does not provide sufficient detail to determine how the school culture will be responsive to all students.	There is a clear and detailed explanation for how the school culture will be culturally responsive, take account of and serve all students, including students receiving special education services, English Language Learners (ELLs) and any student at risk of academic failure.	The applicant’s explanation for how the school culture will be culturally responsive, take account of and serve all students, including receiving special education services, English Language Learners (ELLs) and any student at risk of academic failure clearly demonstrates the applicant’s thorough understanding and capacity to ensure cultural inclusiveness and responsiveness for all students.
The applicant has provided little or no description of a typical school day from the perspective of a student and/or a teacher.	The applicant has provided a limited description with insufficient detail to determine what a typical school day would look like from the perspective of a student and/or a teacher.	The applicant has described a typical school day from the perspective of a student and a teacher.	The applicant has described a compelling typical school day from the perspective of a student and a teacher and again, demonstrates the applicant’s understanding and capacity to ensure cultural inclusiveness and responsiveness for all students and staff.

Section 8: Supplemental Programming

Ranking			
Does Not Meet – 0	Partially Meets – 1	Meets – 2	Exceeds – 3
<p>The applicant has provided little or no description of the proposed summer school offerings including the schedule, length, anticipated participants and how they will be identified, and the process for determining attendance when interest exceeds capacity.</p> <p>A culturally inclusive plan for outreach to families to apprise them of supplemental programming opportunities was not provided or, was insufficient as provided.</p> <p>There is no plan for resource and staffing needs and/or it is not reflected in the budget.</p> <p>There is little or no description of culturally responsive extra-curricular or co-curricular activities offerings and how they will be delivered and funded.</p> <p>There is little or no description of culturally responsive programs that address student mental, emotional, and social development and health, including how the program will be funded and how those programs will meet the unique needs of the student population.</p> <p><i>Continued on page 11</i></p>	<p>The description of the proposed summer school offerings is limited and lacks sufficient detail to fully determine the adequacy of the following: schedule, length, anticipated participants and how they will be identified, and the process for determining attendance when interest exceeds capacity.</p> <p>The culturally inclusive plan for outreach to families to apprise them of supplemental programming opportunities is limited and lacks sufficient detail to fully determine its adequacy and/or the applicant’s thorough understanding of culturally inclusive outreach.</p> <p>The plan for resource and staffing needs is provided and reflected in the budget, though it is limited in scope and/or does not provide sufficient detail to determine sufficient resources and/or its effectiveness.</p> <p>The description of culturally responsive extra-curricular or co-curricular activities offerings and how they will be delivered and funded, is limited in scope and/or does not provide sufficient detail to determine sufficient resources and/or program viability.</p> <p>The description of culturally responsive programs that address student mental, emotional, and social development and health, including how the program will be funded and how those programs will meet the unique needs of the student population, is limited in scope and/or does not provide sufficient detail to determine if the programs are culturally responsive.</p> <p><i>Continued on page 11</i></p>	<p>The applicant has provided a comprehensive description of the proposed summer school offerings including the schedule, length, anticipated participants and how they will be identified, and the process for determining attendance when interest exceeds capacity.</p> <p>There is a clear, culturally inclusive plan for outreach to families to apprise them of supplemental programming opportunities.</p> <p>There is a clear plan for resource and staffing needs is provided and reflected in the budget.</p> <p>There is a clearly articulated description of culturally responsive extra-curricular or co-curricular activities offerings and how they will be delivered and funded (including the schedule, length, anticipated participants).</p> <p>There is a clearly articulated description of culturally responsive programs that address student mental, emotional, and social development and health, including how the program will be funded and how those programs will meet the unique needs of the student population.</p> <p><i>Continued on page 11</i></p>	<p>The applicant has provided a comprehensive and compelling description of the proposed summer school offerings including the schedule, length, anticipated participants. Applicant has clearly demonstrated how participants will be identified, and the process for determining attendance when interest exceeds capacity and how the program aligns with the mission, vision and educational program.</p> <p>There is a clear and compelling culturally responsive and inclusive plan for outreach to students and families to apprise them of supplemental programming opportunities. Said plan demonstrates the applicant’s thorough understanding of culturally inclusive outreach.</p> <p>There is a clear and detailed plan for resource and staffing needs is provided, reflected in the budget, and demonstrates sufficient resources to sustain the program over time.</p> <p>There is a clearly articulated and detailed description of culturally responsive extra-curricular or co-curricular activities offerings and how they will be delivered and funded; including the schedule, length, anticipated participants. The applicant has clearly and comprehensively demonstrated how participants will be identified, and the process for determining attendance when interest exceeds capacity and how the program aligns with the mission, vision and educational program.</p> <p>There is a clearly articulated and compelling description of culturally responsive programs that address student mental, emotional, and social development and health, including how the program will be funded and how those programs will meet the unique needs of the student population. Additionally, the applicant has addressed community and other agency partners</p> <p><i>Continued on page 11</i></p>

Ranking			
Does Not Meet – 0	Partially Meets – 1	Meets – 2	Exceeds – 3
<p><i>Continued from page 10</i></p> <p>The applicant has provided little or no description of any other student-focused activities and programs that are integral to the educational and student-development plans, if applicable.</p> <p>There is little or no explanation of how these programs/activities integrate with the overall education plan for the school and the individual development plans for students.</p>	<p><i>Continued from page 10</i></p> <p>The applicant has minimally or insufficiently described any other student-focused activities and programs that are integral to the educational and student-development plans, if applicable.</p> <p>The applicant has minimally or insufficiently provided an explanation of how these programs/activities integrate with the overall education plan for the schools and the individual development plans for students.</p>	<p><i>Continued from page 10</i></p> <p>If applicable, the applicant has described any other student-focused activities and programs that are integral to the educational and student-development plans.</p> <p>There is a clearly articulated explanation of how these programs/activities integrate with the overall education plan for the school and the individual development plans for students.</p>	<p><i>Continued from page 10</i></p> <p>If applicable, The applicant has described any other student-focused activities and programs that are integral to the educational and student-development plans and demonstrated alignment to the school mission, vision and essential terms of the program.</p> <p>There is a clearly articulated and detailed explanation with evidence of how these programs/activities integrate with the overall education plan for the school and the individual development plans for students.</p>

Section 9: Special Populations and At-Risk Students

Ranking			
Does Not Meet – 0	Partially Meets – 1	Meets – 2	Exceeds – 3
<p>The applicant provided little to no description of an overall plan – inclusive of staffing and budget requirements, identification and service for at-risk students, adherence to the federal and state laws regarding services, support for students at risk of being identified as having, a disability, specific plans for how the school will meet the needs of at-risk students’ learning needs in the least restrictive environment, as defined by state and federal special education guidelines and law; how the school will meet the needs of students who do not meet minimum standards of academic proficiency, students who are at risk of dropping out of high school, and students coming from chronically low-performing schools.</p>	<p>There is a description of the overall plan - including staffing and budget requirements - to identify and successfully serve at-risk students, as defined in the RFP, though the plan lacks sufficient detail to determine adherence to the federal and state laws regarding services and must supports students with, or at risk of being identified as having, a disability. The plans for how the school will meet the needs of at-risk students’ learning needs in the least restrictive environment, as defined by state and federal special education guidelines and law; how the school will meet the needs of students who do not meet minimum standards of academic proficiency, students who are at risk of dropping out of high school, and students coming from chronically low-performing schools are non-specific and lack clarity.</p>	<p>There is a description of the overall plan - including staffing and budget requirements - to identify and successfully serve at-risk students, as defined in the RFP; how the plan adheres to the federal and state laws regarding services and supports students with, or at risk of being identified as having, a disability. There are specific plans for how the school will meet the needs of at-risk students’ learning needs in the least restrictive environment, as defined by state and federal special education guidelines and law; how the school will meet the needs of students who do not meet minimum standards of academic proficiency, students who are at risk of dropping out of high school, and students coming from chronically low-performing schools.</p>	<p>There is a description of the overall plan - including staffing and budget requirements - to identify and successfully serve at-risk students, as defined in the RFP. The plan clearly adheres to the federal and state laws regarding services and supports students with, or at risk of being identified as having, a disability. There are specific and detailed plans for how the school will meet the needs of at-risk students’ learning needs in the least restrictive environment, as defined by state and federal special education guidelines and law; how the school will meet the needs of students who do not meet minimum standards of academic proficiency, students who are at risk of dropping out of high school, and students coming from chronically low-performing schools.</p>
<p>There are little or no plans to identify and serve highly capable students.</p>	<p>There are plans to identify and serve highly capable students, though they are non-specific and lack sufficient detail to determine effectiveness.</p>	<p>There are specific plans to identify and serve highly capable students.</p>	<p>There are specific and detailed plans and evidence that describe how the applicant will identify and provide the necessary resources to serve highly capable students.</p>
<p>There is little or no explanation of how the plans for all identified student groups comply with applicable laws and regulations governing services to these student populations.</p>	<p>The explanation of how the plans for all identified student groups comply with applicable laws and regulations governing services to these student populations is limited or, lacks sufficient detail to demonstrate compliance with applicable laws and regulations.</p>	<p>There is a clearly articulated explanation of how the plans for all identified student groups comply with applicable laws and regulations governing services to these student populations.</p> <p>There is a description of any specific target student populations and the plans to serve them.</p>	<p>There is a clearly articulated explanation and evidence demonstrating how the plans for all identified student groups comply with applicable laws and regulations governing services to these student populations.</p> <p>The applicant has demonstrated a thorough understanding and capacity to comply with applicable laws and regulations.</p>

Section 10: Student Recruitment and Enrollment

Ranking			
Does Not Meet – 0	Partially Meets – 1	Meets – 2	Exceeds – 3
<p>The applicant has provided little or no description of its culturally inclusive student marketing and recruitment plan and enrollment policy.</p> <p>There are specific plans that include culturally inclusive strategies and the tentative dates for the application period and enrollment; a timeline for student recruitment/engagement and enrollment, publically noticed and open lottery procedures; and policies and procedures for waiting lists.</p> <p>Overall, the applicant has demonstrated little understanding or capacity for student recruitment and enrollment.</p>	<p>There is an overview of the culturally inclusive student marketing and recruitment plan and enrollment policy, though it is limited in detail as to how it will provide equal access to all interested students and families.</p> <p>There are insufficient plans for recruitment and enrollment. There is insufficient detail on some of the following: culturally inclusive strategies and/or the tentative dates for the application period and enrollment; a timeline for student recruitment/engagement and enrollment, publically noticed and open lottery procedures; and policies and procedures for waiting lists.</p>	<p>There is an overview of the culturally inclusive student marketing and recruitment plan and enrollment policy that will provide equal access to all interested students and families.</p> <p>There are specific plans that include culturally inclusive strategies and the tentative dates for the application period and enrollment; a timeline for student recruitment/engagement and enrollment, publically noticed and open lottery procedures; and policies and procedures for waiting lists (Attachment 7).</p>	<p>The applicant has provided a clear and comprehensive description of its culturally inclusive student marketing and recruitment plan and enrollment policy that will provide equal access to all interested students and families.</p> <p>There are specific and comprehensive plans that include culturally inclusive strategies and the tentative dates for the application period and enrollment; a timeline for student recruitment/engagement and enrollment, publically noticed and open lottery procedures; and policies and procedures for waiting lists.</p> <p>Overall, the applicant has demonstrated a compelling understanding and capacity for equitable student recruitment and enrollment processes and procedures.</p>

Section 11: Student Discipline Policy and Plan

Ranking			
Does Not Meet – 0	Partially Meets – 1	Meets – 2	Exceeds – 3
<p>The applicant has provided little or no description of:</p> <p>The proposed discipline plan.</p> <p>How the plan is based on some combination of research, theory, experience, and best practices.</p> <p>How the plan will be effective for the anticipated student population.</p> <p>How the discipline policy will be culturally responsive.</p> <p>Compliance with applicable state laws and authorizer policies:</p> <ul style="list-style-type: none"> ▪ How equitable and fair practices with incentives will be used to promote positive behavior and culturally inclusive school climate ▪ The type of conduct the policy will encompass and penalties for violations of the policy ▪ The rights of students with disabilities in disciplinary actions and proceedings ▪ The due process that will be provided when a student is suspended or expelled ▪ How the policy will be communicated to students and parents <p>Overall, the applicant has not demonstrated an understanding and/or capacity to develop a viable student discipline plan and policy in compliance with applicable state laws.</p>	<p>There is a proposed school discipline plan, though it is limited in scope and/or insufficiently detailed.</p> <p>The applicant has insufficiently described how the plan is based on some combination of research, theory, experience, and best practices and/or addressed how it will be effective for the anticipated student population.</p> <p>There is some evidence of how the discipline policy will be culturally responsive, though it is limited in detail.</p> <p>There is some mention of compliance with applicable state laws and authorizer though, there is insufficient detail to determine if policies adhere to legal due process requirements and/or address:</p> <ul style="list-style-type: none"> ▪ How equitable and fair practices with incentives will be used to promote positive behavior and culturally inclusive school climate ▪ The type of conduct the policy will encompass and penalties for violations of the policy ▪ The rights of students with disabilities in disciplinary actions and proceedings ▪ The due process that will be provided when a student is suspended or expelled ▪ An explanation of how the policy will be communicated to students and parents. <p>Overall, the applicant has demonstrated a limited understanding and/or capacity necessary to develop and implement a viable and culturally inclusive student discipline plan and policy in compliance with applicable state laws.</p>	<p>There is a detailed description of the proposed discipline plan.</p> <p>There is a detailed explanation of how the plan is based on some combination of research, theory, experience, and best practices.</p> <p>The plan addresses how it will be effective for the anticipated student population.</p> <p>The applicant has demonstrated and explained how the discipline policy will be culturally responsive.</p> <p>The applicant has demonstrated compliance with applicable state laws and authorizer policies with references to those laws and policies. Policies adhere to legal due process requirements and clearly addresses:</p> <ul style="list-style-type: none"> ▪ How equitable and fair practices with incentives will be used to promote positive behavior and culturally inclusive school climate; ▪ The type of conduct the policy will encompass and penalties for violations of the policy; ▪ The rights of students with disabilities in disciplinary actions and proceedings; ▪ The due process that will be provided when a student is suspended or expelled; and ▪ An explanation of how this policy will be communicated to students and parents. <p>Overall, the applicant has demonstrated a strong understanding and the capacity necessary to develop and implement a viable and culturally inclusive student discipline plan and policy in compliance with applicable state laws (Attachment 8).</p>	<p>The applicant has provided a clear, comprehensive and compelling description of:</p> <p>The proposed discipline plan.</p> <p>How the plan is based on some combination of research, theory, experience, and best practices.</p> <p>How the plan will be effective for the anticipated student population.</p> <p>How the discipline policy will be culturally responsive.</p> <p>The applicant has demonstrated compliance with applicable state laws and authorizer policies which adhere to legal due process requirements and clearly address:</p> <ul style="list-style-type: none"> ▪ How equitable and fair practices with incentives will be used to promote positive behavior and culturally inclusive school climate; ▪ The type of conduct the policy will encompass and penalties for violations of the policy ▪ The rights of students with disabilities in disciplinary actions and proceedings ▪ The due process that will be provided when a student is suspended or expelled ▪ An explanation of how this policy will be communicated to students and parents. <p>Overall, the applicant has clearly demonstrated a thorough understanding and the capacity necessary to develop and implement a viable and culturally inclusive student discipline plan and policy in compliance with applicable state laws.</p>

Section 12: Conversion Schools

Ranking				
Does Not Meet – 0	Partially Meets – 1	Meets – 2	Exceeds – 3	N/A
There is little or no information or description of: A plan for how the school intends to engage the school community, information regarding steps already taken, and/or how the plan is both proactive in engaging students and families and comprehensive and culturally inclusive. How the plan demonstrates that the conversion school has sufficient capacity to enroll all students who wish to remain enrolled in the school after the conversion. There is no signed petition (by either teachers, parents or students in the school). There is little or no description (if applicable) of the organization's prior experience in converting an existing school or taking over or turning around an underperforming school. The applicant has not identified <i>any</i> ways it will engage and transform the existing school culture to serve the goals of the Charter Schools Law. Overall, the applicant has demonstrated no prior experience and/or capacity in converting a school.	There is a plan for how the school intends to engage the school community, though, there is insufficient detail regarding steps already taken or plans for comprehensive and culturally inclusive engagement of the school community. The plan demonstrates that the conversion school has sufficient capacity to enroll all students who wish to remain enrolled in the school after the conversion. There is a petition signed by teachers assigned to the school and/or, a petition signed by parents of students in the school, though, it is unclear if the signatures represent a majority. There is a description (if applicable) of the organization's prior experience in converting an existing school or taking over or turning around an underperforming school, though there is insufficient detail to determine the organization's capacity or success in doing so. The applicant has not identified <i>specific</i> ways it will engage and transform the existing school culture to serve the goals of the Charter Schools Law. Overall, the applicant has demonstrated minimal prior experience and capacity in converting a school.	There is a detailed plan for how the school intends to engage the school community and any information regarding steps already taken. The plan is both proactive in engaging students and families and comprehensive and culturally inclusive in engaging the school community. The plan demonstrates that the conversion school has sufficient capacity to enroll all students who wish to remain enrolled in the school after the conversion. There is a petition signed by a majority of teachers assigned to the school and/or, a petition signed by a majority of parents of students in the school. There is a detailed description (if applicable) of the organization's prior experience in converting an existing school or taking over or turning around an underperforming school. The applicant has identified <i>specific</i> ways it will engage and transform the existing school culture to serve the goals of the Charter Schools Law. Overall, the applicant has demonstrated some prior experience and capacity in converting a school (Attachment 9).	The applicant has described and demonstrated with strong evidence that it: Has a detailed plan for how the school intends to engage the school community and any information regarding steps already taken, is both proactive in engaging students and families and comprehensive and culturally inclusive in engaging the school community. The plan demonstrates that the conversion school has sufficient capacity to enroll all students who wish to remain enrolled in the school after the conversion. Has provided a petition signed by a majority of teachers assigned to the school and, a petition signed by a majority of parents of students in the school. Has a detailed description (if applicable) of the organization's prior experience in converting an existing school or taking over or turning around an underperforming school. Has identified the <i>specific</i> ways it will engage and transform the existing school culture to serve the goals of the Charter Schools Law. Overall, the applicant has clearly and convincingly demonstrated prior successful experience and capacity in converting a school.	

Section 13: Family and Community Involvement

Ranking			
Does Not Meet – 0	Partially Meets – 1	Meets – 2	Exceeds – 3
<p>The applicant has provided little or no description of the specific role to date of any parents/guardians and community members involved in developing the proposed school and/or any other evidence of parent/guardian and community support for the proposed charter school.</p> <p>The applicant has provided little or no evidence that the school has assessed and built parent/guardian and community demand for the proposed school and/or little to no description how the school will engage families and community members from the time that the school is approved through opening</p> <p>There is little or no description of how the school will engage parents/guardians in the life of the school and/or how this plan will be culturally inclusive. There are little or no plans for building family-school partnerships that strengthen support for learning and encourage parental involvement and/or a description of any commitments or volunteer activities the school will seek from or offer to parents/guardians.</p> <p>There is little or no description of the community resources that will be available to students and families, of any existing and anticipated partnerships the school has or will have with community organizations, businesses, or other educational institutions, and the nature, purposes, terms, and scope of services of any such partnerships including any fee-based or in-kind commitments from community organizations or individuals that will enrich student learning opportunities. There is little or no evidence of support from intended community partners (Attachment 10).</p> <p><i>Continued on page 17</i></p>	<p>The applicant has described the role to date of any parents/guardians and community members involved in developing the proposed school and has mentioned other evidence of parent/guardian and community support for the proposed school, though the information is limited and lacking in sufficient detail to determine engagement.</p> <p>The applicant has demonstrated some assessment of parent/guardian and community demand for the proposed school, though its description of how the school will engage families and community members from the time that the school is approved through opening, has limited outreach strategies and the nature of family and community engagement is unclear.</p> <p>There is a description of how the school will engage parents/guardians in the life of the school though, it is limited in its description of cultural inclusiveness. The plan for building family-school partnerships that strengthen support for learning and encourage parental involvement and the description of any commitments or volunteer activities the school will seek from or offer to parents/guardians has limited evidence of activities and/or plans for involvement.</p> <p>There is a partial description of the community resources that will be available to students and families, any existing and anticipated partnerships the school has or will have with community organizations, businesses, or other educational institutions, and the nature, purposes, terms, and scope of services of any such partnerships including any fee-based or in-kind commitments from community organizations or individuals that will enrich student learning opportunities. There is some evidence of support from intended community partners such as letters of intent/commitment, memoranda of understanding, and/or contracts have been provided (Attachment 10).</p> <p><i>Continued on page 17</i></p>	<p>The applicant has described the specific role to date of any parents/guardians and community members involved in developing the proposed school and has included any other evidence of parent/guardian and community support for the proposed charter school.</p> <p>The applicant demonstrates that the school has assessed and built parent/guardian and community demand for the proposed school and describes how the school will engage families and community members from the time that the school is approved through opening.</p> <p>There is a description of how the school will engage parents/guardians in the life of the school and how this plan will be culturally inclusive. There is a plan for building family-school partnerships that strengthen support for learning and encourage parental involvement and a detailed description of any commitments or volunteer activities the school will seek from or offer to parents/guardians.</p> <p>There is a description of the community resources that will be available to students and families. There is a description of any existing and anticipated partnerships the school has or will have with community organizations, businesses, or other educational institutions, and the nature, purposes, terms, and scope of services of any such partnerships including any fee-based or in-kind commitments from community organizations or individuals that will enrich student learning opportunities. There is sufficient evidence of support from intended community partners such as letters of intent/commitment, memoranda of understanding, and/or contracts have been provided (Attachment 10).</p> <p><i>Continued on page 17</i></p>	<p>The applicant has described, in detail, the specific role to date of any parents/guardians and community members involved in developing the proposed school and has included any other evidence of parent/guardian and community support for the proposed charter school.</p> <p>The applicant convincingly demonstrates that the school has assessed and built parent/guardian and community demand for the proposed school and comprehensively describes how the school will engage families and community members from the time that the school is approved through opening with realistic and diverse outreach strategies designed to reach a broad audience and ensure genuine community and family engagement.</p> <p>There is a sophisticated and high level description of how the school will engage parents/guardians in the life of the school and how this plan will be culturally inclusive. The plan for building family-school partnerships that strengthen support for learning and encourage parental involvement is realistic, strong and aligned with the detailed description of any commitments or volunteer activities the school will seek from or offer to parents/guardians</p> <p>There is a thorough and convincing description of the community resources that will be available to students and families, and any existing and anticipated partnerships the school has or will have with community organizations, businesses, or other educational institutions, and the nature, purposes, terms, and scope of services of any such partnerships including any fee-based or in-kind commitments from community organizations or individuals that will enrich student learning opportunities. There is compelling and diverse evidence of support that spans various intended community partners such as letters of intent/commitment, memoranda of understanding, and/or contracts have been provided (Attachment 10).</p> <p><i>Continued on page 17</i></p>

Ranking			
Does Not Meet – 0	Partially Meets – 1	Meets – 2	Exceeds – 3
<p><i>Continued from page 16</i></p> <p>Overall, the applicant has not demonstrated an understanding of genuine, culturally inclusive family and community engagement.</p>	<p><i>Continued from page 16</i></p> <p>Overall, the applicant has demonstrated a limited understanding of culturally inclusive family and community engagement.</p>	<p><i>Continued from page 16</i></p> <p>Overall, the applicant has demonstrated an understanding of genuine, culturally inclusive family and community engagement.</p>	<p><i>Continued from page 16</i></p> <p>Overall, the applicant has clearly and convincingly demonstrated a thorough understanding of genuine, culturally inclusive family and community engagement and has strong potential for sustained family and community involvement.</p>

Section 14: Educational Program Capacity

Ranking			
Does Not Meet – 0	Partially Meets – 1	Meets – 2	Exceeds – 3
<p>The applicant has not provided the key members of the school's leadership team and who will be responsible for development and opening of the school.</p> <p>There is <i>little or no description of:</i></p> <p>The team's individual and collective qualifications for implementing the school design successfully, and/or no team capacity in:</p> <ul style="list-style-type: none"> ▪ School leadership, administration, and governance ▪ Curriculum, instruction, and assessment ▪ Performance management ▪ Cultural competence/inclusiveness ▪ Family and community engagement ▪ Special populations <p>There is little or no description of the applicant's ties to and/or knowledge of the target community.</p> <p>There is little or no description of any partnerships that have already been established with community organizations, businesses or other educational institutions, with identification of the current and the future roles that these community organizations, businesses or other educational institutions might play in the school's development.</p> <p><i>Continued on page 19</i></p>	<p>The applicant has provided key members of the school's leadership team who will be responsible for development and opening of the school, though it is unclear if all members have been identified.</p> <p>The applicant has <i>provided limited or insufficient data</i> on some or all of the following:</p> <p>The description of the team's individual and collective qualifications for implementing the school design successfully, which includes team capacity in:</p> <ul style="list-style-type: none"> ▪ School leadership, administration, and governance ▪ Curriculum, instruction, and assessment ▪ Performance management ▪ Cultural competence/inclusiveness ▪ Family and community engagement ▪ Special populations <p>There is a limited description of the applicant's ties to and/or knowledge of the target community.</p> <p>The applicant has mentioned organizations, agencies, or consultants that are partners in planning and establishing the school, and described their current and/or planned roles and resources they have contributed or plan to contribute to the school's development, though the description lacked detail and was limited in scope.</p> <p><i>Continued on page 19</i></p>	<p>The applicant has provided the key members of the school's leadership team who will be responsible for development and opening of the school.</p> <p>There is a description of the team's individual and collective qualifications for implementing the school design successfully, which includes team capacity in areas such as:</p> <ul style="list-style-type: none"> ▪ School leadership, administration, and governance ▪ Curriculum, instruction, and assessment ▪ Performance management ▪ Cultural competence/inclusiveness ▪ Family and community engagement ▪ Special populations <p>There is a specific description of the applicant's ties to and/or knowledge of the target community.</p> <p>The applicant has clearly identified any organizations, agencies, or consultants that are partners in planning and establishing the school, and described their current and planned roles and any resources they have contributed or plan to contribute to the school's development.</p> <p><i>Continued on page 19</i></p>	<p>Key members of the school's leadership team who will be responsible for development and opening of the school have been identified.</p> <p>The applicant has comprehensively and convincingly demonstrated:</p> <p>The individual and collective team qualifications for implementing the school design successfully, and addressed team capacity in areas such as:</p> <ul style="list-style-type: none"> ▪ School leadership, administration, and governance ▪ Curriculum, instruction, and assessment ▪ Performance management ▪ Cultural competence/inclusiveness; ▪ Family and community engagement ▪ Special populations <p>There is a convincing and compelling description of the applicant's ties to and/or knowledge of the target community.</p> <p>The applicant has provided compelling evidence of organizations, agencies, and/or consultants that are partners in planning and establishing the school, and has thoroughly described their current and planned roles and any resources they have contributed or plan to contribute to the school's development.</p> <p><i>Continued on page 19</i></p>

Ranking			
Does Not Meet – 0	Partially Meets – 1	Meets – 2	Exceeds – 3
<p><i>Continued from page 18</i></p> <p>The applicant has not identified the principal/head of school candidate and/or explained why this individual is well-qualified to lead the proposed school in achieving its mission; summarizes the proposed leader’s academic and organizational leadership record. There is little or no evidence that demonstrates leadership capacity to practice cultural competency and design, launch, and manage a high-performing charter school. If the proposed leader has never run a school, there is little or no description of leadership training programs that they have completed or are currently participating in, provides the qualifications, resume, and professional biography for this individual (Attachment 11), and little or no evidence of the leader’s ability to effectively serve the anticipated population.</p> <p style="text-align: center;">- OR-</p> <p>If no candidate has been identified, there is little or no description of the process and timeline for recruiting, selecting, and hiring the school leader and little or no description of the criteria to be used in selecting this leader, and/or no job description and qualifications for the school leader (Attachment 11), and/or a plan for recruiting and hiring strong and compatible leader.</p> <p>There is little or no description of the school’s leadership/management team beyond the principal/head of school. Individuals who will fill these positions have not been identified. For any positions not yet filled, there is substantial missing information regarding the timeline, criteria, and process for recruitment and hiring, and little or no description of how the plan for recruitment and hiring will be culturally inclusive. The qualifications, resumes, and professional biographies for the identified members of the leadership team, and for each position not yet filled, do not include job descriptions and/or there are no qualifications provided (Attachment 12).</p> <p><i>Continued on page 20</i></p>	<p><i>Continued from page 18</i></p> <p>The applicant has identified the principal/head of school candidate though provided a limited or unconvincing explanation why this individual is well-qualified to lead the proposed school in achieving its mission; summarizes the proposed leader’s academic and organizational leadership record, provided limited evidence that demonstrates capacity to practice cultural competency and design, launch, and manage a high-performing charter school. If the proposed leader has never run a school, minimally describes any leadership training programs that they have completed or are currently participating in, provides the qualifications, resume, and professional biography for this individual (Attachment 11), and limited evidence of the leader’s ability to effectively serve the anticipated population.</p> <p style="text-align: center;">-OR-</p> <p>If no candidate has been identified, minimally describes the process and timeline for recruiting, selecting, and hiring the school leader and partially describes the criteria to be used in selecting this leader, provides an adequate job description and qualifications for the school leader (Attachment 11), and a limited and non-specific plan for recruiting and hiring strong and compatible leader.</p> <p>There is a limited description of the school’s leadership/management team beyond the principal/head of school. If known, individuals who will fill these positions have been identified. For any positions not yet filled, there is a timeline, criteria, and process for recruitment and hiring, and a partial description of how the plan for recruitment and hiring will be culturally inclusive. The qualifications, resumes, and professional biographies for the identified members of the leadership team, and for each position not yet filled, include job descriptions and qualifications and are provided (Attachment 12).</p> <p><i>Continued on page 20</i></p>	<p><i>Continued from page 18</i></p> <p>The applicant has identified the principal/head of school candidate and explains why this individual is well-qualified to lead the proposed school in achieving its mission; summarizes the proposed leader’s academic and organizational leadership record, provides evidence that demonstrates capacity to practice cultural competency and design, launch, and manage a high-performing charter school. If the proposed leader has never run a school, describes any leadership training programs that they have completed or are currently participating in, provides the qualifications, resume, and professional biography for this individual (Attachment 11), and specific evidence of the leader’s ability to effectively serve the anticipated population.</p> <p style="text-align: center;">-OR-</p> <p>If no candidate has been identified, describes the process and timeline for recruiting, selecting, and hiring the school leader and describes the criteria to be used in selecting this leader, provides a job description and qualifications for the school leader (Attachment 11), and a plan for recruiting and hiring strong and compatible leader.</p> <p>There is a description of the school’s leadership/management team beyond the principal/head of school. If known, individuals who will fill these positions have been identified. For any positions not yet filled, there is a timeline, criteria, and process for recruitment and hiring, and a description of how the plan for recruitment and hiring will be culturally inclusive. The qualifications, resumes, and professional biographies for the identified members of the leadership team, and for each position not yet filled, include job descriptions and qualifications and are provided (Attachment 12).</p> <p><i>Continued on page 20</i></p>	<p><i>Continued from page 18</i></p> <p>The applicant has identified the principal/head of school candidate and convincingly explains why this individual is well-qualified to lead the proposed school in achieving its mission; summarizes the proposed leader’s academic and organizational leadership record, provides evidence that demonstrates capacity to practice cultural competency and design, launch, and manage a high-performing charter school. If the proposed leader has never run a school, comprehensively describes any leadership training programs that they have completed or are currently participating in, provides the qualifications, resume, and professional biography for this individual (Attachment 11), and specific and compelling evidence of the leader’s ability to effectively serve the anticipated population.</p> <p style="text-align: center;">-OR-</p> <p>If no candidate has been identified, thoroughly describes the process and timeline for recruiting, selecting, and hiring the school leader and clearly and comprehensively describes the criteria to be used in selecting this leader, provides a strong job description and qualifications for the school leader (Attachment 11), and a realistic and ambitious plan for recruiting and hiring strong and compatible leader.</p> <p>There is a strong and compelling description of the school’s leadership/management team beyond the principal/head of school. If known, individuals who will fill these positions have been identified. For any positions not yet filled, there is a comprehensive timeline, criteria, and process for recruitment and hiring, and a description of how the plan for recruitment and hiring will be culturally inclusive. The qualifications, resumes, and professional biographies for the identified members of the leadership team, and for each position not yet filled, include complete job descriptions and qualifications which are provided (Attachment 12) and demonstrate a strong educational program understanding and capacity.</p> <p><i>Continued on page 20</i></p>

Ranking			
Does Not Meet – 0	Partially Meets – 1	Meets – 2	Exceeds – 3
<p><i>Continued from page 19</i></p> <p>There is little or no description of who will work on a full-time or nearly full-time basis following approval of the charter to lead development of the school and/or little or no description of the plan to compensate the individual(s).</p>	<p><i>Continued from page 19</i></p> <p>There is a partial description of who will work on a full-time or nearly full-time basis following approval of the charter to lead development of the school and the plan to compensate the individual(s), though there is insufficient detail.</p>	<p><i>Continued from page 19</i></p> <p>There is a detailed description of who will work on a full-time or nearly full-time basis following approval of the charter to lead development of the school and the plan to compensate the individual(s).</p>	<p><i>Continued from page 19</i></p> <p>There is a detailed and comprehensive description of who will work on a full-time or nearly full-time basis following approval of the charter to lead development of the school and the plan to compensate the individual(s), and convincingly demonstrates an understanding of and capacity for the school's development</p> <p>Overall, the applicant has provided solid evidence of its educational program capacity and has a strong potential to successfully implement the proposed program.</p>

CATEGORY 4: OPERATIONS PLAN AND CAPACITY

Section 15: Legal Status and Governing Documents

Ranking			
Does Not Meet – 0	Partially Meets – 1	Meets – 2	Exceeds – 3
<p>The applicant has failed to describe the proposed school’s legal status</p> <p>The applicant has not submitted, as Attachment 13:</p> <ul style="list-style-type: none"> ▪ Articles of Incorporation; ▪ Proof of non-profit status and federal tax exempt status (or copies of filings for the preceding items); ▪ Completed and signed Statement of Assurances; ▪ Bylaws; and ▪ Other governing documents already adopted. 	<p>The applicant has partially described the proposed school’s legal status</p> <p>The applicant has partially submitted the required documentation as Attachment 13:</p> <ul style="list-style-type: none"> ▪ Articles of Incorporation; ▪ Proof of non-profit status and federal tax exempt status (or copies of filings for the preceding items); ▪ Completed and signed Statement of Assurances; ▪ Bylaws; and ▪ Other governing documents already adopted. 	<p>The applicant has described the proposed school’s legal status.</p> <p>The applicant has submitted, as Attachment 13:</p> <ul style="list-style-type: none"> ▪ Articles of Incorporation; ▪ Proof of non-profit status and federal tax exempt status (or copies of filings for the preceding items); ▪ Completed and signed Statement of Assurances; ▪ Bylaws; and ▪ Other governing documents already adopted. 	<p>The applicant has clearly and comprehensively described the proposed school’s legal status.</p> <p>The applicant has submitted detailed, clear, and concise documentation as Attachment 13:</p> <ul style="list-style-type: none"> ▪ Articles of Incorporation; ▪ Proof of non-profit status and federal tax exempt status (or copies of filings for the preceding items); ▪ Completed and signed Statement of Assurances; ▪ Bylaws; and ▪ Other governing documents already adopted.

Section 16: Organization Structure and Relationships

Ranking			
Does Not Meet – 0	Partially Meets – 1	Meets – 2	Exceeds – 3
<p>The applicant has failed to submit as Attachment 14:</p> <p>Organization charts that show the school governance, management, and staffing plan and structure in:</p> <ul style="list-style-type: none"> a. The first year of school operations; b. At the end of the charter term; and c. When the school reaches full capacity, if in a year beyond the first charter term. <p>The organization charts do not delineate the roles and responsibilities of, and lines of authority and reporting among, the governing board, school leader, management team, staff, any related bodies (such as advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the school. The organization charts document clear lines of authority and reporting within the school.</p> <p>The applicant has not described any other proposed partnerships or contractual relationships that will be central to the school’s operations or mission, and provided a copy of the proposed contract(s) (Attachment 15)</p> <p>The applicant has not described how these proposed partnerships or contractual relationships are connected to community based organizations that serve culturally-specific student populations.</p>	<p>The applicant has submitted as Attachment 14:</p> <p>Incomplete or unclear organization charts meant to show the school governance, management, and staffing plan and structure in:</p> <ul style="list-style-type: none"> a. The first year of school operations; b. At the end of the charter term; and c. When the school reaches full capacity, if in a year beyond the first charter term. <p>Organization charts that <i>partially</i> delineates the roles and responsibilities of, and lines of authority and reporting among, the governing board, school leader, management team, staff, any related bodies (such as advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the school. The organization charts document lines of authority and reporting within the school.</p> <p>The applicant has provided a limited and insufficient description of any other proposed partnerships or contractual relationships that will be central to the school’s operations or mission, and provided a copy of the proposed contract(s) (Attachment 15)</p> <p>The applicant has provided a limited and/or insufficient description of how these proposed partnerships or contractual relationships are connected to community based organizations that serve culturally-specific student populations.</p>	<p>The applicant has submitted as Attachment 14:</p> <p>Organization charts that show the school governance, management, and staffing plan and structure in:</p> <ul style="list-style-type: none"> a. The first year of school operations; b. At the end of the charter term; and c. When the school reaches full capacity, if in a year beyond the first charter term. <p>Organization charts that clearly delineates the roles and responsibilities of, and lines of authority and reporting among, the governing board, school leader, management team, staff, any related bodies (such as advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the school. The organization charts document clear lines of authority and reporting within the school.</p> <p>The applicant has described any other proposed partnerships or contractual relationships that will be central to the school’s operations or mission, and provided a copy of the proposed contract(s) (Attachment 15)</p> <p>The applicant has described how these proposed partnerships or contractual relationships are connected to community based organizations that serve culturally-specific student populations.</p>	<p>The applicant has submitted as Attachment 14 clear, concise, and comprehensive:</p> <p>Organization charts that show the school governance, management, and staffing plan and structure in:</p> <ul style="list-style-type: none"> a. The first year of school operations; b. At the end of the charter term; and c. When the school reaches full capacity, if in a year beyond the first charter term. <p>Organization charts that clearly delineates the roles and responsibilities of, and lines of authority and reporting among, the governing board, school leader, management team, staff, any related bodies (such as advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the school. The organization charts document clear lines of authority and reporting within the school.</p> <p>The applicant has clearly and comprehensively described any other proposed partnerships or contractual relationships that will be central to the school’s operations or mission, and provided a copy of the proposed contract(s) (Attachment 15)</p> <p>The applicant has outlined and clearly described how these proposed partnerships or contractual relationships are connected to community based organizations that serve culturally-specific student populations.</p>

Section 17: Governing Board

Ranking			
Does Not Meet – 0	Partially Meets – 1	Meets – 2	Exceeds – 3
<p>The applicant has failed to describe the governance philosophy that will guide the board, inclusive of the nature and extent of involvement by key stakeholder groups.</p> <p>The applicant has provided little or no description of the governance structure of the proposed school, including the primary roles of the governing board and how it will interact with the principal/head of school and any advisory bodies. The applicant describes the size, current and desired composition, powers, and duties of the governing board. The applicant failed to identify key skills, areas of expertise, and constituencies that will be represented on the governing board.</p> <p>The applicant has provided little or no explanation of how the governance structure and composition will help ensure that:</p> <ul style="list-style-type: none"> ▪ The school will be an educational, financial and operational success; ▪ The board will evaluate the success of the school and school leader; and ▪ There will be active and effective representation of key stakeholders, including parents. ▪ The school will be a culturally responsive education system. <p>The applicant has failed to list all current and prospective board members and their intended roles. For each individual identified, the applicant does not summarize the interests in and qualifications for serving on the school’s board.</p> <p>The applicant has failed to provide (Attachment 16) the following documents for each individual identified here:</p> <ul style="list-style-type: none"> ▪ Completed and signed board Member Information Sheet; ▪ Resume; and ▪ Professional biography <p><i>Continued on page 24</i></p>	<p>The applicant has provided a limited and non-specific description of the governance philosophy that will guide the board, inclusive of the nature and extent of involvement by key stakeholder groups.</p> <p>The applicant has described the governance structure of the proposed school, including the primary roles of the governing board, how it will interact with the principal/head of school and any advisory bodies, the size, current and desired composition, powers, and duties of the governing board, the key skills, areas of expertise, and constituencies that will be represented on the governing board, though has done so in a limited and non-specific manner.</p> <p>The applicant has incompletely explained how the governance structure and composition will help ensure that:</p> <ul style="list-style-type: none"> ▪ The school will be an educational, financial and operational success; ▪ The board will evaluate the success of the school and school leader; and ▪ There will be active and effective representation of key stakeholders, including parents. ▪ The school will be a culturally responsive education system. <p>The applicant has partially listed all current and prospective board members and their intended roles. For each individual identified, the applicant summarizes the interests in and qualifications for serving on the school’s board.</p> <p>The applicant has partially provided (Attachment 16) the following documents for each individual identified here:</p> <ul style="list-style-type: none"> ▪ Completed and signed board Member Information Sheet; ▪ Resume; and ▪ Professional biography <p><i>Continued on page 24</i></p>	<p>The applicant has described the governance philosophy that will guide the board, inclusive of the nature and extent of involvement by key stakeholder groups.</p> <p>The applicant has described the governance structure of the proposed school, including the primary roles of the governing board and how it will interact with the principal/head of school and any advisory bodies. The applicant describes the size, current and desired composition, powers, and duties of the governing board. The applicant identifies key skills, areas of expertise, and constituencies that will be represented on the governing board.</p> <p>The applicant has explained how the governance structure and composition will help ensure that:</p> <ul style="list-style-type: none"> ▪ The school will be an educational, financial and operational success; ▪ The board will evaluate the success of the school and school leader; and ▪ There will be active and effective representation of key stakeholders, including parents. ▪ The school will be a culturally responsive education system. <p>The applicant has listed all current and prospective board members and their intended roles. For each individual identified, the applicant summarizes the interests in and qualifications for serving on the school’s board.</p> <p>The applicant has provided (Attachment 16) the following documents for each individual identified here:</p> <ul style="list-style-type: none"> ▪ Completed and signed board Member Information Sheet; ▪ Resume; and ▪ Professional biography <p><i>Continued on page 24</i></p>	<p>The applicant has clearly and comprehensively described the governance philosophy that will guide the board, inclusive of the nature and extent of involvement by key stakeholder groups.</p> <p>The applicant has clearly outlined and described the governance structure of the proposed school, including the primary roles of the governing board and how it will interact with the principal/head of school and any advisory bodies. The applicant clearly describes the size, current and desired composition, powers, and duties of the governing board. The applicant clearly identifies and outlines key skills, areas of expertise, and constituencies that will be represented on the governing board.</p> <p>The applicant has outlined and clearly explained how the governance structure and composition will help ensure that:</p> <ul style="list-style-type: none"> ▪ The school will be an educational, financial and operational success; ▪ The board will evaluate the success of the school and school leader; and ▪ There will be active and effective representation of key stakeholders, including parents. ▪ The school will be a culturally responsive education system. <p>The applicant has listed all current and prospective board members and their intended roles. For each individual identified, the applicant clearly and comprehensively summarizes the interests in and qualifications for serving on the school’s board.</p> <p>The applicant has provided (Attachment 16) the following documents for each individual identified here:</p> <ul style="list-style-type: none"> ▪ Completed and signed board Member Information Sheet; ▪ Resume; and ▪ Professional biography <p><i>Continued on page 24</i></p>

Ranking			
Does Not Meet – 0	Partially Meets – 1	Meets – 2	Exceeds – 3
<p><i>Continued from page 23</i></p> <p>The applicant has provided little or no explanation of the procedures by which board members have been and will be selected, how often the board meets, and the plans for any committee structure.</p> <p>The applicant provides little or no description of the plans for increasing the capacity of the governing board, how the board will expand and develop over time, how new members will be recruited and added, and how vacancies will be filled, and/or has provided little or no description of the orientation or training for new board members, the kinds of ongoing development/training for existing board members, and the plan for training and development including:</p> <ul style="list-style-type: none"> ▪ A timetable; Specific topics to be addressed ▪ Participation requirements ▪ Development of cultural competence <p>The applicant does not include the formal school governing board, and incompletely explains how and when the transition to the formal governing board will take place.</p> <p><i>Continued on page 25</i></p>	<p><i>Continued from page 23</i></p> <p>The applicant lacks insufficient detail in its explanation of the procedure by which board members have been and will be selected, how often the board meets, and the plans for any committee structure.</p> <p>The applicant partially describes the plans for increasing the capacity of the governing board, how the board will expand and develop over time, how new members will be recruited and added, and how vacancies will be filled. And/or the applicant has provided a limited description of the orientation or training for new board members, the kinds of ongoing development/training for existing board members, and the plan for training and development including:</p> <ul style="list-style-type: none"> ▪ A timetable; Specific topics to be addressed ▪ Participation requirements ▪ Development of cultural competence <p>If the applicant does not include the formal school governing board, the applicant has provided a limited and insufficient explanation as to how and when the transition to the formal governing board will take place.</p> <p><i>Continued on page 25</i></p>	<p><i>Continued from page 23</i></p> <p>The applicant explains the procedure by which board members have been and will be selected, how often the board meets, and discusses the plans for any committee structure.</p> <p>The applicant describes the plans for increasing the capacity of the governing board, how the board will expand and develop over time, how new members will be recruited and added, and how vacancies will be filled. The applicant has described the orientation or training for new board members, the kinds of ongoing development/training for existing board members, and the plan for training and development including:</p> <ul style="list-style-type: none"> ▪ A timetable; Specific topics to be addressed ▪ Participation requirements ▪ Development of cultural competence <p>If the applicant does not include the formal school governing board, the applicant explains how and when the transition to the formal governing board will take place.</p> <p><i>Continued on page 25</i></p>	<p><i>Continued from page 23</i></p> <p>The applicant outlines and clearly explains the procedure by which board members have been and will be selected. The applicant clearly describes how often the board meets, and discusses the plans for any committee structure.</p> <p>The applicant clearly and comprehensively describes the plans for increasing the capacity of the governing board, how the board will expand and develop over time, how new members will be recruited and added, and how vacancies will be filled. There is a description of the orientation or training for new board members, the kinds of ongoing development/training for existing board members, and the plan for training and development includes:</p> <ul style="list-style-type: none"> ▪ A timetable and specific topics to be addressed ▪ Participation requirements ▪ Development of cultural competence <p>If the applicant does not include the formal school governing board, the applicant comprehensively explains how and when the transition to the formal governing board will take place.</p> <p><i>Continued on page 25</i></p>

Ranking			
Does Not Meet – 0	Partially Meets – 1	Meets – 2	Exceeds – 3
<p><i>Continued from page 24</i></p> <p>If this application is being submitted by an existing non-profit organization whose core mission is NOT the operation of charter schools, the applicant has failed to indicate the following:</p> <ul style="list-style-type: none"> Whether the existing non-profit board governs the new school The extent to which the school will be a new non-profit corporation governed by a separate board If the current non-profit's board will govern the charter school, a description of the steps taken to transform its board membership, mission, and bylaws to assume its new duties. A description of the plan and timeline for completing the transition and orienting the board to its new duties If a new board has been formed, describe what, if anything, its ongoing relationship to the existing non-profit's board will be and represented on the applicant's organizational chart. <p>The applicant has provided little or no description of the board's ethical standards and procedures for identifying and addressing conflicts of interest (Attachment 17):</p> <ul style="list-style-type: none"> Code of Ethics Policy Conflict of Interest policy <p>The applicant does not identify any existing relationships that could pose actual or perceived conflicts if the application is approved. The applicant provides little or no discussion of the steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts.</p> <p>Overall, the applicant has demonstrated a little or no understanding and capacity for board governance</p>	<p><i>Continued from page 24</i></p> <p>If this application is being submitted by an existing non-profit organization whose core mission is NOT the operation of charter schools, the applicant has partially indicated the following:</p> <ul style="list-style-type: none"> Whether the existing non-profit board governs the new school The extent to which the school will be a new non-profit corporation governed by a separate board If the current non-profit's board will govern the charter school, a description of the steps taken to transform its board membership, mission, and bylaws to assume its new duties. A description of the plan and timeline for completing the transition and orienting the board to its new duties If a new board has been formed, describe what, if anything, its ongoing relationship to the existing non-profit's board will be and represented on the applicant's organizational chart. <p>The description of the board's ethical standards and procedures for identifying and addressing conflicts of interest is lacking sufficient detail (Attachment 17):</p> <ul style="list-style-type: none"> Code of Ethics Policy Conflict of Interest policy <p>The applicant incompletely identifies any existing relationships that could pose actual or perceived conflicts if the application is approved. The applicant partially discusses specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts.</p> <p>Overall, the applicant has demonstrated a minimal understanding and capacity for board governance</p>	<p><i>Continued from page 24</i></p> <p>If this application is being submitted by an existing non-profit organization whose core mission is NOT the operation of charter schools, the applicant has indicated the following:</p> <ul style="list-style-type: none"> Whether the existing non-profit board governs the new school The extent to which the school will be a new non-profit corporation governed by a separate board If the current non-profit's board will govern the charter school, a description of the steps taken to transform its board membership, mission, and bylaws to assume its new duties. A description of the plan and timeline for completing the transition and orienting the board to its new duties If a new board has been formed, describe what, if anything, its ongoing relationship to the existing non-profit's board will be and represented on the applicant's organizational chart. <p>The applicant describes the board's ethical standards and procedures for identifying and addressing conflicts of interest, (Attachment 17) and the proposed board:</p> <ul style="list-style-type: none"> Code of Ethics Policy Conflict of Interest policy <p>The applicant identifies any existing relationships that could pose actual or perceived conflicts if the application is approved. The applicant discusses specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts.</p> <p>Overall, the applicant has demonstrated an understanding and capacity for board governance</p>	<p><i>Continued from page 24</i></p> <p>If this application is being submitted by an existing non-profit organization whose core mission is NOT the operation of charter schools, the applicant has clearly and decisively indicated the following:</p> <ul style="list-style-type: none"> Whether the existing non-profit board governs the new school The extent to which the school will be a new non-profit corporation governed by a separate board If the current non-profit's board will govern the charter school, a description of the steps taken to transform its board membership, mission, and bylaws to assume its new duties. A description of the plan and timeline for completing the transition and orienting the board to its new duties If a new board has been formed, describe what, if anything, its ongoing relationship to the existing non-profit's board will be and represented on the applicant's organizational chart. <p>The applicant clearly outlines and describes the board's ethical standards and procedures for identifying and addressing conflicts of interest, (Attachment 17) and the proposed board:</p> <ul style="list-style-type: none"> Code of Ethics Policy Conflict of Interest policy <p>The applicant clearly and comprehensively identifies any existing relationships that could pose actual or perceived conflicts if the application is approved. The applicant openly discusses specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts.</p> <p>Overall, the applicant has demonstrated a strong and thorough understanding and capacity for strong board governance.</p>

Section 18: Advisory Bodies

Ranking			
Does Not Meet – 0	Partially Meets – 1	Meets – 2	Exceeds – 3
<p>The applicant has provided little or no description of any school advisory bodies or councils to be formed, nor explained the role(s), duties, and authority of each.</p> <p>The applicant has provided little or no description of the planned composition of the advisory body; the strategy for achieving that composition; nor the role of parents/guardians, students, and teachers (as applicable); and the reporting structure as it relates to the school’s governing body and leadership.</p>	<p>The applicant has partially described any school advisory bodies or councils to be formed, and minimal inclusiveness of the role(s), duties, and authority of each.</p> <p>The applicant description of the planned composition of the advisory body; the strategy for achieving that composition; the role of parents/guardians, students, and teachers (as applicable); and the reporting structure as it relates to the school’s governing body and leadership is limited in scope and lacks sufficient detail.</p>	<p>The applicant has described any school advisory bodies or councils to be formed, inclusive of the role(s), duties, and authority of each.</p> <p>The applicant thoroughly describes the planned composition of the advisory body; the strategy for achieving that composition; the role of parents/guardians, students, and teachers (as applicable); and the reporting structure as it relates to the school’s governing body and leadership.</p>	<p>The applicant has clearly and comprehensively described any school advisory bodies or councils to be formed and provided a detailed explanation of the role(s), duties, and authority of each.</p> <p>The applicant clearly and comprehensively describes the planned composition of the advisory body; the strategy for achieving that composition; the role of parents/guardians, students, and teachers (as applicable); and the reporting structure as it relates to the school’s governing body and leadership.</p>

Section 19: Grievance/Compliant Process

Ranking			
Does Not Meet – 0	Partially Meets – 1	Meets – 2	Exceeds – 3
<p>The applicant has provided little or no description of the school process for resolving public complaints, including complaints regarding curriculum and/or parent or student objections to a governing board policy or decision, administrative procedure, or practice at the school and how the final administrative appeal is heard by the governing board.</p>	<p>The applicant has partially described the established school process for resolving public complaints, including complaints regarding curriculum and/or parent or student objections to a governing board policy or decision, administrative procedure, or practice at the school and how the final administrative appeal is heard by the governing board..</p>	<p>The applicant has described in detail the established school process for resolving public complaints, including complaints regarding curriculum and/or parent or student objections to a governing board policy or decision, administrative procedure, or practice at the school and how the final administrative appeal is heard by the governing board,.</p>	<p>The applicant has clearly and comprehensively outlined and provided in detail a parent and community friendly, culturally responsive school process for resolving public complaints, including complaints regarding curriculum and/or parent or student objections to a governing board policy or decision, administrative procedure, or practice at the school and how the final administrative appeal is heard by the governing board.</p>

Section 20: District Partnerships

Ranking			
Does Not Meet – 0	Partially Meets – 1	Meets – 2	Exceeds – 3
<p>There is little or no explanation of any proposed partnership agreement between the proposed charter school and the school district or Education Service District (ESD) where the school is proposed to be located and Includes the terms of that agreement and/or partnership.</p>	<p>The explanation of any proposed partnership agreement between the proposed charter school and the school district or Education Service District (ESD) where the school is proposed to be located and the terms of that agreement and/or partnership lacks detail and is unclear.</p>	<p>There is an explanation of any proposed partnership agreement between the proposed charter school and the school district or Education Service District (ESD) where the school is proposed to be located and Includes the terms of that agreement and/or partnership.</p>	<p>There is a clear, thorough and detailed explanation and rationale for any proposed partnership agreement between the proposed charter school and the school district or Education Service District (ESD) where the school is proposed to be located and Includes the terms of that agreement and/or partnership.</p>

Section 21: Education Service Providers (ESP) and Other Partnerships

Ranking			
Does Not Meet – 0	Partially Meets – 1	Meets – 2	Exceeds – 3
<p>The applicant has provided little or no description of any other proposed partnerships or contractual relationships that may be central to the school’s operations or mission.</p> <p>If the school intends to contract with an ESP for the management of the school or substantial educational services, the applicant has not addressed the following:</p> <p>Evidence of the nonprofit ESP’s success in serving student populations that are similar to the targeted population, including demonstrated academic achievement, successful management of nonacademic school functions.</p> <p>The applicant has provided little to no description of the engagement of families and the community.</p> <p>The applicant has provided an incomplete term sheet that is missing some or all of the following: (Attachment 18)</p> <ol style="list-style-type: none"> 1. Proposed duration of the service contract 2. Roles and responsibilities of the governing board, school staff, and ESP 3. Scope of services and resources to be provided by the ESP 4. Performance evaluations measures and timelines 5. Compensations structure, including clear identification of all fees to be paid to the ESP 6. Methods of contract oversight and enforcement 7. Investment disclosure 8. Conditions for renewal and termination of the contract. <p>The applicant has not disclosed or provided an explanation of any existing or potential conflicts of interest between the charter school board and proposed service provider or any affiliated business entities.</p>	<p>The applicant partially describes any other proposed partnerships or contractual relationships that will be central to the school’s operations or mission.</p> <p>If the school intends to contract with an ESP for the management of the school or substantial educational services, the applicant has partially addressed the following:</p> <p>Evidence of the nonprofit ESP’s success in serving student populations that are similar to the targeted population, including demonstrated academic achievement, successful management of nonacademic school functions.</p> <p>The applicant has provided a plan for the engagement of families and the community though, it is limited in scope and lacks detail, and/or lacks cultural inclusiveness.</p> <p>The applicant has provided a term sheet that includes most of the following: (Attachment 18)</p> <ol style="list-style-type: none"> 1. Proposed duration of the service contract 2. Roles and responsibilities of the governing board, school staff, and ESP 3. Scope of services and resources to be provided by the ESP 4. Performance evaluations measures and timelines 5. Compensations structure, including clear identification of all fees to be paid to the ESP 6. Methods of contract oversight and enforcement 7. Investment disclosure 8. Conditions for renewal and termination of the contract. <p>The applicant has disclosed though, it is unclear from the explanation if there are any existing or potential conflicts of interest between the charter school board and proposed service provider or any affiliated business entities.</p>	<p>The applicant describes any other proposed partnerships or contractual relationships that will be central to the school’s operations or mission.</p> <p>If the school intends to contract with an ESP for the management of the school or substantial educational services, the applicant has addressed the following:</p> <p>Evidence of the nonprofit ESP’s success in serving student populations that are similar to the targeted population, including demonstrated academic achievement, successful management of nonacademic school functions.</p> <p>The applicant has provided a culturally inclusive and responsive plan for the engagement of families and the community.</p> <p>The applicant if applicable, has provided a complete term sheet that includes: (Attachment 18)</p> <ol style="list-style-type: none"> 1. Proposed duration of the service contract 2. Roles and responsibilities of the governing board, school staff, and ESP 3. Scope of services and resources to be provided by the ESP 4. Performance evaluations measures and timelines 5. Compensations structure, including clear identification of all fees to be paid to the ESP 6. Methods of contract oversight and enforcement 7. Investment disclosure 8. Conditions for renewal and termination of the contract <p>The applicant has disclosed and provided an explanation of any existing or potential conflicts of interest between the charter school board and proposed service provider or any affiliated business entities.</p>	<p>There is a clear, concise and detailed description and rationale for any other proposed partnerships or contractual relationships that will be central to the school’s operations or mission.</p> <p>If the school intends to contract with an ESP for the management of the school or substantial educational services, the applicant has comprehensively and in detail addressed the following:</p> <p>Evidence of the nonprofit ESP’s success in serving student populations that are similar to the targeted population, including demonstrated academic achievement, successful management of nonacademic school functions.</p> <p>The applicant has provided a strong, culturally inclusive and responsive plan for the engagement of families and the community.</p> <p>The applicant if applicable, has provided a concise and detailed term sheet that includes: (Attachment 18)</p> <ol style="list-style-type: none"> 1. Proposed duration of the service contract 2. Roles and responsibilities of the governing board, school staff, and ESP 3. Scope of services and resources to be provided by the ESP 4. Performance evaluations measures and timelines 5. Compensations structure, including clear identification of all fees to be paid to the ESP 6. Methods of contract oversight and enforcement 7. Investment disclosure 8. Conditions for renewal and termination of the contract. <p>The applicant has disclosed and provided an explanation of any existing or potential conflicts of interest between the charter school board and proposed service provider or any affiliated business entities.</p>

Section 22: Staff Structure

Ranking			
Does Not Meet – 0	Partially Meets – 1	Meets – 2	Exceeds – 3
<p>The applicant has not provided a staffing chart for the school (Attachment 19) and/or has provided little or no accompanying notes or a roster to identify the following:</p> <ul style="list-style-type: none"> ▪ Year one positions, as well as positions to be added during the five (5) year charter contract ▪ Administrative, instructional, and non-instructional personnel ▪ The number of classroom teachers, paraprofessionals, and specialty teachers ▪ Operational and support staff <p>There is little or no description of how the relationship between the school’s senior administrative team and the rest of the staff (teaching and non-teaching) will be managed, including plans for performance management and the teacher-student ratio, as well as the ratio of total adults to students for the school.</p>	<p>The applicant has provided a staffing chart for the school (Attachment 19), though the chart is unclear and/or has insufficient detail or accompanying notes or a roster to identify the following:</p> <ul style="list-style-type: none"> ▪ Year one positions, as well as positions to be added during the five (5) year charter contract ▪ Administrative, instructional, and non-instructional personnel ▪ The number of classroom teachers, paraprofessionals, and specialty teachers ▪ Operational and support staff <p>There is a limited and unclear description of how the relationship between the school’s senior administrative team and the rest of the staff (teaching and non-teaching) will be managed, including plans for performance management and the teacher-student ratio, as well as the ratio of total adults to students for the school.</p>	<p>The applicant has provided a completed staffing chart (Attachment 19) for the school (Commission template) with accompanying notes or roster to identify the following:</p> <ul style="list-style-type: none"> ▪ Year one positions, as well as positions to be added during the five (5) year charter contract ▪ Administrative, instructional, and non-instructional personnel ▪ The number of classroom teachers, paraprofessionals, and specialty teachers ▪ Operational and support staff <p>There is a description of how the relationship between the school’s senior administrative team and the rest of the staff (teaching and non-teaching) will be managed, including plans for performance management and the teacher-student ratio, as well as the ratio of total adults to students for the school.</p>	<p>The applicant has provided a completed staffing chart (Attachment 19) for the school with clarifying accompanying notes or a roster to identify the following:</p> <ul style="list-style-type: none"> ▪ Year one positions, as well as positions to be added during the five (5) year charter contract ▪ Administrative, instructional, and non-instructional personnel ▪ The number of classroom teachers, paraprofessionals, and specialty teachers ▪ Operational and support staff <p>There is a clear, compelling and comprehensive description of how the relationship between the school’s senior administrative team and the rest of the staff (teaching and non-teaching) will be managed, including plans for performance management and the teacher-student ratio, as well as the ratio of total adults to students for the school.</p> <p>Overall the applicant has provided a convincing description of a strong and viable staffing structure that is aligned to the proposed educational program.</p>

Section 23: Staffing Plans, Hiring, Management, and Evaluation

Ranking			
Does Not Meet – 0	Partially Meets – 1	Meets – 2	Exceeds – 3
<p>There is little or no description of the relationship that will exist between the proposed charter school and its employees, including whether the employees will be at-will and whether the school will use employment contracts. If the school will use contracts, the explanation of the nature and purpose of the contracts is vague and/or not provided.</p> <p>The applicant has provided little or no information regarding the proposed school’s salary ranges and employment benefits for all employees, any incentives or reward structures that are part of the compensation system. Additionally, there is little or no explanation of the school’s strategy for retaining high-performing teachers.</p> <p>The applicant has provided little or no description of the school’s strategy, plans, and timeline for recruiting and hiring the teaching staff, in accordance with the state rules and regulations regarding staff qualifications and accountability plan. There is an explanation of how this plan includes culturally inclusive hiring practices, other key selection criteria and any special considerations relevant to the school’s design.</p> <p>The applicant has provided little or no information on the school’s procedures for hiring and dismissing school personnel, including the process and timeline for conducting criminal background checks.</p> <p>There is little or no explanation for how the school leader will be supported, developed, and evaluated each school year. Leadership evaluation tool(s) are not provided or are unclear.</p> <p><i>Continued on page 30</i></p>	<p>There is a description of the relationship that will exist between the proposed charter school and its employees, though the description is <i>does not sufficiently describe</i> whether the employees will be at-will and whether the school will use employment contracts, and if the school will use contracts, the nature and purpose of the contracts,</p> <p>The description of the proposed school’s salary ranges and employment benefits for all employees, any incentives or reward structures that are part of the compensation system, and the school’s strategy for retaining high-performing teachers is insufficient in detail and missing some information.</p> <p>The description of the school’s strategy, plans, and timeline for recruiting and hiring the teaching staff, in accordance with the state rules and regulations regarding staff qualifications and accountability plan is vague and unclear. The explanation of how this plan includes culturally inclusive hiring practices, other key selection criteria and any special considerations relevant to the school’s design is limited in detail and lacks clarity in the actual hiring practices.</p> <p>The school’s procedures for hiring and dismissing school personnel, the process and timeline for conducting criminal background checks are lacking sufficient detail to determine appropriateness and viability.</p> <p>There is a partial and incomplete explanation of how the school leader will be supported, developed, and evaluated each school year.</p> <p><i>Continued on page 30</i></p>	<p>There is a description of the relationship that will exist between the proposed charter school and its employees, including whether the employees will be at-will and whether the school will use employment contracts. If the school will use contracts, there is an explanation of the nature and purpose of the contracts.</p> <p>The applicant has outlined the proposed school’s salary ranges and employment benefits for all employees, any incentives or reward structures that are part of the compensation system, and explained the school’s strategy for retaining high-performing teachers.</p> <p>There is a clear description of the school’s strategy, plans, and timeline for recruiting and hiring the teaching staff, in accordance with the state rules and regulations regarding staff qualifications and accountability plan, and an explanation of how this plan includes culturally inclusive hiring practices, other key selection criteria and any special considerations relevant to the school’s design.</p> <p>The applicant has outlined in detail the school’s procedures for hiring and dismissing school personnel, including the process and timeline for conducting criminal background checks.</p> <p>There is an explanation of how the school leader will be supported, developed, and evaluated each school year. Leadership evaluation tool(s) are provided (Attachment 20)</p> <p><i>Continued on page 30</i></p>	<p>Overall, The applicant has demonstrated a strong capacity for hiring, managing and evaluation staff. This is convincingly demonstrated by the clear, detailed and comprehensive descriptions of the following staffing components.</p> <p>The relationship that will exist between the proposed charter school and its employees, including whether the employees will be at-will and whether the school will use employment contracts, and if the school will use contracts, there is an explanation of the nature and purpose of the contracts.</p> <p>The proposed school’s salary ranges and employment benefits for all employees, any incentives or reward structures that are part of the compensation system, and the school’s strategy for retaining high-performing teachers.</p> <p>The school’s strategy, plans, and timeline for recruiting and hiring the teaching staff, in accordance with the state rules and regulations regarding staff qualifications and accountability plan and how this plan includes culturally inclusive hiring practices, other key selection criteria and any special considerations relevant to the school’s design.</p> <p>The school’s procedures for hiring and dismissing school personnel, including the process and timeline for conducting criminal background checks.</p> <p>How the school leader will be supported, developed, and evaluated each school year. Appropriate Leadership evaluation tool(s) are provided (Attachment 20).</p> <p><i>Continued on page 30</i></p>

Ranking			
Does Not Meet – 0	Partially Meets – 1	Meets – 2	Exceeds – 3
<p><i>Continued from page 29</i></p> <p>There is little or no explanation of how teachers will be supported, developed, and evaluated each school year in accordance with the state accountability plan. There is little or no description regarding teacher evaluation tool(s).</p>	<p><i>Continued from page 29</i></p> <p>The explanation of how teachers will be supported, developed, and evaluated each school year in accordance with the state accountability plan is vague and lacks detail. It is unclear which teacher evaluation tool(s) and plan will be used.</p>	<p><i>Continued from page 29</i></p> <p>There is an explanation of how teachers will be supported, developed, and evaluated each school year in accordance with the state accountability plan. Existing teacher evaluation tool(s) are provided (Attachment 21) or the applicant has indicated that the school intends to follow the state teacher evaluation plan.</p>	<p><i>Continued from page 29</i></p> <p>How teachers will be supported, developed, and evaluated each school year in accordance with the state accountability plan. Teacher evaluation tool(s) and plans are provided.</p>

Section 24: Professional Development

Ranking			
Does Not Meet – 0	Partially Meets – 1	Meets – 2	Exceeds – 3
<p>The person, position, or organization responsible for professional development has not been identified.</p> <p>There is little or no description of the core components of teacher and staff professional development and how these components will support effective implementation of the proposed educational program; how the professional development plan will include the development and practice of cultural competence for all staff; and the extent to which professional development will be conducted internally or externally and will be individualized or uniform.</p> <p>The applicant has provided little or no information regarding the schedule and description of any specific professional development that will take place prior to school opening; and/or any description of what will be addressed during this induction period and how teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods. Safety and child abuse training are not included in this description.</p> <p>The applicant has provided little or no description of the expected number of days/hours for professional development throughout the school year, how the school’s calendar, daily schedule, and staffing structure accommodate this plan, the time scheduled for common planning and collaboration and the specifics of how this time will typically be used.</p>	<p>The applicant has responded to the following, though, is missing some information and/or has provided insufficient detail.</p> <p>The person, position, or organization responsible for professional development.</p> <p>The description of the core components of teacher and staff professional development and how these components will support effective implementation of the proposed educational program; how the professional development plan will include the development and practice of cultural competence for all staff; and the extent to which professional development will be conducted internally or externally and will be individualized or uniform.</p> <p>The schedule and description of any specific professional development that will take place prior to school opening; including a detailed description of what will be addressed during this induction period and how teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods. Safety and child abuse training have limited inclusion.</p> <p>The expected number of days/hours for professional development throughout the school year, how the school’s calendar, daily schedule, and staffing structure accommodate this plan, the time scheduled for common planning and collaboration and the specifics of how this time will typically be used.</p>	<p>The person, position, or organization responsible for professional development has been identified.</p> <p>There is a detailed description of the core components of teacher and staff professional development and how these components will support effective implementation of the proposed educational program; how the professional development plan will include the development and practice of cultural competence for all staff; and the extent to which professional development will be conducted internally or externally and will be individualized or uniform.</p> <p>The applicant has provided a schedule and description of any specific professional development that will take place prior to school opening; a detailed description of what will be addressed during this induction period and how teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods. Safety and child abuse training are included in this description.</p> <p>The applicant has described the expected number of days/hours for professional development throughout the school year, how the school’s calendar, daily schedule, and staffing structure accommodate this plan, the time scheduled for common planning and collaboration and the specifics of how this time will typically be used.</p>	<p>The person, position, or organization responsible for professional development has been identified.</p> <p>There is a detailed description of the core components of teacher and staff professional development and how these components will support effective implementation of the proposed educational program; how the professional development plan will include the development and practice of cultural competence for all staff; and the extent to which professional development will be conducted internally or externally and will be individualized or uniform.</p> <p>The applicant has provided a schedule and description of any specific professional development that will take place prior to school opening; a detailed description of what will be addressed during this induction period and how teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods. Safety and child abuse training are included in this description.</p> <p>The applicant has described the expected number of days/hours for professional development throughout the school year, how the school’s calendar, daily schedule, and staffing structure accommodate this plan, the time scheduled for common planning and collaboration and the specifics of how this time will typically be used.</p> <p>Overall, the applicant has demonstrated the provision of robust and achievable professional development for all teaching and non-teaching staff.</p>

Section 25: Performance Framework

Ranking			
Does Not Meet – 0	Partially Meets – 1	Meets – 2	Exceeds – 3
<p>There is little or no description of mission-specific academic goals and targets are unclear in terms of the measures or assessments the school plans to use, and/or overall are not specific, measurable, action oriented, realistic, relevant, and time-bound.</p> <p>There is little or no description of any mission-specific organizational goals and targets, they lack clarity in terms of the measures or assessments the school plans to use, and/or, overall are not specific, measurable, action oriented, realistic, relevant, and time-bound.</p> <p>The applicant has provided little or no information regarding the primary interim and/or formative assessments the school will use to assess student learning needs and progress throughout the year, in addition to all mandatory state assessments; and/or provided little to no explanation of how these interim assessments align with the school's, educational program, performance goals, and state standards.</p> <p>There is little to no description of how the school will measure and evaluate academic progress of individual students, student cohorts, and the school as a whole throughout the school year, at the end of each academic year, and for the term of the charter contract;</p> <p><i>Continued on page 33</i></p>	<p>Some of the mission-specific academic goals and target are clear in terms of the measures or assessments the school plans to use, and/or some are specific, measurable, action oriented, realistic, relevant, and time-bound.</p> <p>There is a description of mission-specific organizational goals and targets, though the goals are unclear in terms of the measures or assessments the school plans to use, and <i>some</i> are not specific, measurable, action oriented, realistic, relevant, and time-bound.</p> <p>The applicant has identified the primary interim and/or formative assessments the school will use to assess student learning needs and progress throughout the year, in addition to all mandatory state assessments; and provided an explanation of how these interim assessments align with the school's, educational program, performance goals, and state standards, though there is insufficient detail to determine the reliability and appropriateness of these assessments and/or their alignment to the proposed program.</p> <p>The description of how the school will measure and evaluate academic progress of individual students, student cohorts, and the school as a whole throughout the school year, at the end of each academic year, and for the term of the charter contract, is lacking in sufficient detail to determine the potential for implementation.</p> <p><i>Continued on page 33</i></p>	<p>The applicant has described mission-specific academic goals and targets. Goals are clear in terms of the measures or assessments the school plans to use, and are specific, measurable, action oriented, realistic, relevant, and time-bound.</p> <p>There is a description of any mission-specific organizational goals and targets. The goals are clear in terms of the measures or assessments the school plans to use, and are specific, measurable, action oriented, realistic, relevant, and time-bound.</p> <p>The applicant has identified the primary interim and/or formative assessments the school will use to assess student learning needs and progress throughout the year, in addition to all mandatory state assessments; and provided an explanation of how these interim assessments align with the school's educational program, performance goals, and state standards.</p> <p>There is a detailed description of how the school will measure and evaluate academic progress of individual students, student cohorts, and the school as a whole throughout the school year, at the end of each academic year, and for the term of the charter contract.</p> <p><i>Continued on page 33</i></p>	<p>Overall, the applicant has demonstrated a thorough understanding of the performance frameworks and school accountability. This is clearly evidenced by the thorough, detailed and compressive descriptions of:</p> <p>Its mission-specific organizational goals and targets which are clear in terms of the measures or assessments the school plans to use, and are specific, measurable, action oriented, realistic, relevant, and time-bound.</p> <p>Mission-specific academic goals and targets that are clear in terms of the measures or assessments the school plans to use, and are specific, measurable, action oriented, realistic, relevant, and time-bound.</p> <p>The primary interim and/or formative assessments the school will use to assess student learning needs and progress throughout the year, in addition to all mandatory state assessments; and how these interim assessments align with the school's, educational program, performance goals, and state standards.</p> <p>How the school will measure and evaluate academic progress of individual students, student cohorts, and the school as a whole throughout the school year, at the end of each academic year, and for the term of the charter contract.</p> <p><i>Continued on page 33</i></p>

Ranking			
Does Not Meet – 0	Partially Meets – 1	Meets – 2	Exceeds – 3
<p><i>Continued from page 32</i></p> <p>There is little or no description of how the school will collect and analyze student academic achievement data, use the data to refine and improve instruction, and report the data to the school community. The person(s), position(s), and/or entities that will be responsible and involved in the collection and analysis of assessment data are not identified.</p> <p>The applicant provided little or no information regarding the individual or position responsible for managing the data, including collection, disaggregation, and analysis with and for classroom teachers, and leading or coordinating professional development to improve student achievement.</p> <p>There little or no description of the training and support that school leadership and teachers will receive in collecting, analyzing, interpreting, and using performance data to improve student learning.</p> <p>The applicant has provided little or no description of a plan for the collection of formative and summative assessment data in their first 1-3 years, if, as the result of a graduated school start up there is no available state assessment data for academic accountability purposes.</p>	<p><i>Continued from page 32</i></p> <p>There is a description of how the school will collect and analyze student academic achievement data, use the data to refine and improve instruction, and report the data to the school community, though it is vague, unclear and lacks sufficient detail. The person(s), position(s), and/or entities that will be responsible and involved in the collection and analysis of assessment data are identified.</p> <p>It is unclear which individual or position will be responsible for managing the data, including collection, disaggregation, and analysis with and for classroom teachers, and leading or coordinating professional development to improve student achievement.</p> <p>There is a vague or limited description of the training and support that school leadership and teachers will receive in collecting, analyzing, interpreting, and using performance data to improve student learning.</p> <p>The school has described a plan for the collection of formative and summative assessment data in their first 1-3 years , If, as the result of a graduated school start up there is no available state assessment data for academic accountability purposes, though it is insufficient in detail and does not provide evidence of valid and reliable accountability data.</p>	<p><i>Continued from page 32</i></p> <p>There is a clear description of how the school will collect and analyze student academic achievement data, use the data to refine and improve instruction, and report the data to the school community. The person(s), position(s), and/or entities that will be responsible and involved in the collection and analysis of assessment data are identified.</p> <p>The applicant has identified the individual or position responsible for managing the data, including collection, disaggregation, and analysis with and for classroom teachers, and leading or coordinating professional development to improve student achievement.</p> <p>There is a description of the training and support that school leadership and teachers will receive in collecting, analyzing, interpreting, and using performance data to improve student learning.</p> <p>If, as the result of a graduated school start up there is no available state assessment data for academic accountability purposes, the school has described a plan for the collection of formative and summative assessment data in their first 1-3 years.</p>	<p><i>Continued from page 32</i></p> <p>How the school will collect and analyze student academic achievement data, use the data to refine and improve instruction, and report the data to the school community. The person(s), position(s), and/or entities that will be responsible and involved in the collection and analysis of assessment data are identified and have the capacity for the work.</p> <p>The individual or position responsible for managing the data, including collection, disaggregation, and analysis with and for classroom teachers, and leading or coordinating professional development to improve student achievement.</p> <p>The training and support that school leadership and teachers will receive in collecting, analyzing, interpreting, and using performance data to improve student learning.</p> <p>If, as the result of a graduated school start up there is no available state assessment data for academic accountability purposes, the school has described a strong and viable plan for the collection of valid and reliable formative and summative assessment data in their first 1-3 years.</p> <p>Overall the applicant has convincingly demonstrated strong capacity for academic and organizational effectiveness.</p>

Section 26: Facilities

Ranking			
Does Not Meet – 0	Partially Meets – 1	Meets – 2	Exceeds – 3
<p>There is little or no description of the basic facilities requirements for accommodating the school as proposed, including number of classrooms, square footage per classroom, common areas, overall square footage, and amenities.</p> <p>Little or no explanation of anticipated specialty classroom needs, including the number of each type and the number of students to be accommodated at one time.</p> <p>There is little or no description of the anticipated administrative/support space needs.</p> <p>There is little or no explanation and description if any of the following are essential to fulfillment of the core athletic program: gymnasium, locker rooms, weight rooms, field(s) (football, soccer, multipurpose), baseball/softball field, etc.</p> <p>The applicant has not identified or addressed any other significant facilities needs not already specified.</p> <p>There is little or no description of the steps already taken to identify prospective facilities as well as the process for identifying and securing a facility.</p> <p><i>Continued on page 35</i></p>	<p>There is insufficient detail and a limited description of the basic facilities requirements for accommodating the school as proposed, including number of classrooms, square footage per classroom, common areas, overall square footage, and amenities.</p> <p>There is an explanation of anticipated specialty classroom needs, including the number of each type and the number of students to be accommodated at one time though it is limited in detail and unclear as to the need.</p> <p>There is a description of the anticipated administrative/support space needs, including anticipated number of main office, satellite office, work room/copy room, supplies/storage, teacher work rooms, etc., though is limited in detail and unclear as to need.</p> <p>There is an explanation and description if any of the following are essential to fulfillment of the core athletic program: gymnasium, locker rooms, weight rooms, field(s) (football, soccer, multipurpose), baseball/softball field, etc., though the description is lacking the necessary detail to determine adequacy.</p> <p>The applicant has mentioned and not provided sufficient information regarding any other significant facilities needs not already specified.</p> <p>There is a limited and vague description of the steps already taken to identify prospective facilities as well as the process for identifying and securing a facility, including any brokers or consultants the applicant is employing to navigate the real estate market, plans for renovations, timelines, financing, etc. It is unclear if these steps are sufficient.</p> <p><i>Continued on page 35</i></p>	<p>There is a description of the basic facilities requirements for accommodating the school as proposed, including number of classrooms, square footage per classroom, common areas, overall square footage, and amenities.</p> <p>There is an explanation of anticipated specialty classroom needs, including the number of each type and the number of students to be accommodated at one time (i.e. science labs, art room, computer labs, library/media center, performance/dance room, auditorium, etc.).</p> <p>There is a description of the anticipated administrative/support space needs, including anticipated number of main office, satellite office, work room/copy room, supplies/storage, teacher work rooms, etc.</p> <p>There is an explanation and description if any of the following are essential to fulfillment of the core athletic program: gymnasium, locker rooms, weight rooms, field(s) (football, soccer, multipurpose), baseball/softball field, etc.</p> <p>The applicant has identified any other significant facilities needs not already specified, for example: ADA, playground, large common space, other special considerations (identify and explain);</p> <p>There is a description of the steps already taken to identify prospective facilities as well as the process for identifying and securing a facility, including any brokers or consultants the applicant is employing to navigate the real estate market, plans for renovations, timelines, financing, etc..</p> <p><i>Continued on page 35</i></p>	<p>The applicant has provided a thorough and convincing description of its facility capacity. This is demonstrated by the following: Description of the basic facilities requirements for accommodating the school as proposed.</p> <p>An explanation of anticipated specialty classroom needs, including the number of each type and the number of students to be accommodated at one.</p> <p>A description of the anticipated administrative/support space needs.</p> <p>An explanation and description if any of the following are essential to fulfillment of the core athletic program: gymnasium, locker rooms, weight rooms, field(s) (football, soccer, multipurpose), baseball/softball field, etc.</p> <p>The identification of any other significant facilities needs not already specified.</p> <p>A description of the steps already taken to identify prospective facilities as well as the process for identifying and securing a facility, including any brokers or consultants the applicant is employing to navigate the real estate market, plans for renovations, timelines, financing, etc..</p> <p><i>Continued on page 35</i></p>

Ranking			
Does Not Meet – 0	Partially Meets – 1	Meets – 2	Exceeds – 3
<p><i>Continued from page 34</i></p> <p>There is little or no description of the facility including location, size, and amenities, if the applicant currently holds a facility or has an MOU or other proof of intent to secure a specific facility.</p> <p>Proof of the commitment is not provided (Attachment 22).</p>	<p><i>Continued from page 34</i></p> <p>There is a description of the facility including location, size, and amenities, if the applicant currently holds a facility or has an MOU or other proof of intent to secure a specific facility. Though, it is insufficient in detail.</p> <p>Proof of the commitment is provided (Attachment 22).</p>	<p><i>Continued from page 34</i></p> <p>There is a description of the facility including location, size, and amenities, if the applicant currently holds a facility or has an MOU or other proof of intent to secure a specific facility.</p> <p>Proof of the commitment is provided (Attachment 22).</p>	<p><i>Continued from page 34</i></p> <p>A description of the facility including location, size, and amenities, if the applicant currently holds a facility or has an MOU or other proof of intent to secure a specific facility.</p> <p>Proof of the commitment is provided (Attachment 22).</p> <p>The applicant has provided supporting documents with details about the facility (Attachment 22)</p> <p>Overall, the applicant has convincingly demonstrated with evidence access to a facility appropriate to the proposed school needs.</p>

Section 27: Start-Up and Ongoing Operations

Ranking			
Does Not Meet – 0	Partially Meets – 1	Meets – 2	Exceeds – 3
The applicant has provided little or no information or a description of its start-up plan for the school.	The applicant has provided some or part of the start-up plan for the school, though is missing tasks and lacks details in some or all of the required plans.	The applicant has provided a detailed start-up plan for the school, specifying: tasks, timelines, and responsible individuals; alignment with the start-up budget; evidence of capacity to manage start-up and operations including individual and collective qualifications for successfully implementing operations plan with specific emphasis on staffing, performance management, professional development, general operations, and facilities management; and evidence of the organization's capacity and experience in facilities acquisition and management (Attachment 23).	The applicant has provided a clear, compelling, and detailed start-up plan for the school, specifying: tasks, timelines, and responsible individuals; alignment with the start-up budget; evidence of capacity to manage start-up and operations including individual and collective qualifications for successfully implementing operations plan with specific emphasis on staffing, performance management, professional development, general operations, and facilities management; and evidence of the organization's capacity and experience in facilities acquisition and management.
The applicant has provided little or no information or a description of the following: The school transportation plan.	The applicant has provided a limited description or insufficient detail for one, some or all of the following. The school transportation plan.	The applicant has provided a school transportation plan with arrangements for prospective students, daily transportation needs, and a description of how the school plans to meet transportation needs for field trips and athletic events.	Overall, the applicant has strong plans and demonstrated capacity for each of the following: The school transportation plan.
The Safety Plan and how that plan complies with all federal, state, county, and city health and safety laws.	The safety and security plan for students, the facility, and property.	The applicant has provided a plan for the safety and security of students, the facility, and property, an explanation of how that plan complies with all federal, state, county, and city health and safety laws, and the types of security personnel, technology, equipment, and policies that the school will employ.	The school safety and security plan.
The plans for food service and other significant operational or ancillary services.	The plans for food service and other significant operational or ancillary services.	The applicant has outlined the plans for food service and other significant operational or ancillary services.	The plans for food service and other significant operational or ancillary services.
The types of insurance coverage the school will secure as identified in the Sample Contract § 12.1.	The types and levels of insurance coverage the school will secure.	The applicant has provided a list of the types of insurance coverage the school will secure (Attachment 24) including a description of the levels of coverage. The applicant has demonstrated that they have the coverage identified in the sample contract (including but not limited to workers compensation, unemployment compensation, general liability, property, indemnity, directors and officers, motor vehicle, and errors and omissions [Sample Contract § 12.1]).	The applicant has provided a list of the types and levels of insurance coverage the school will secure, and has demonstrated that they have the coverage identified in the sample contract (including but not limited to workers compensation, unemployment compensation, general liability, property, indemnity, directors and officers, motor vehicle, and errors and omissions [Sample Contract § 12.1]).
<i>Continued on page 37</i>	<i>Continued on page 37</i>	<i>Continued on page 37</i>	<i>Continued on page 37</i>

Ranking			
Does Not Meet – 0	Partially Meets – 1	Meets – 2	Exceeds – 3
<p><i>Continued from page 36</i></p> <p>The applicant has demonstrated little to no understanding of the start-up procedures for a school.</p>	<p><i>Continued from page 36</i></p> <p>Overall, the applicant has demonstrated with some evidence an understanding of start-up procedures and has demonstrated limited capacity to implement successfully.</p>	<p><i>Continued from page 36</i></p> <p>Overall, the applicant has demonstrated with evidence a clear understanding of start-up procedures and has demonstrated the capacity to implement successfully.</p>	<p><i>Continued from page 36</i></p> <p>Overall, the applicant has convincingly demonstrated with strong evidence a clear understanding of start-up procedures and has demonstrated capacity to implement successfully.</p>

Section 28: Operations Capacity

Ranking			
Does Not Meet – 0	Partially Meets – 1	Meets – 2	Exceeds – 3
<p>There is little or no description of the team’s individual and collective qualifications for implementing the Operations Plan successfully, and/or the school’s capacity in:</p> <ul style="list-style-type: none"> ▪ Staffing ▪ Professional development ▪ Performance management ▪ General operations ▪ Facilities management <p>There is little or no description of the organization’s capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable.</p> <p>There is little or no description of the organization’s procurement process for the purchase of services and goods that exceed \$10,000.</p>	<p>The applicant has described some of the team’s individual and collective qualifications for implementing the Operations Plan successfully, and/or demonstrated limited capacity in some of the following:</p> <ul style="list-style-type: none"> ▪ Staffing ▪ Professional development ▪ Performance management ▪ General operations ▪ Facilities management <p>There is a description of the organization’s capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, though, it is limited and or provides insufficient detail.</p> <p>There is a limited and/or unclear description of the organization’s procurement process for the purchase of services and goods that exceed \$10,000</p>	<p>The applicant has described the team’s individual and collective qualifications for implementing the Operations Plan successfully, including capacity in areas such as:</p> <ul style="list-style-type: none"> ▪ Staffing ▪ Professional development ▪ Performance management ▪ General operations ▪ Facilities management <p>There is a description of the organization’s capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable.</p> <p>There is a clear description of the organization’s procurement process for the purchase of services and goods that exceed \$10,000.</p>	<p>The applicant has provided a comprehensive and compelling description of the team’s individual and collective qualifications for implementing the Operations Plan successfully, with strong capacity in:</p> <ul style="list-style-type: none"> ▪ Staffing ▪ Professional development ▪ Performance management ▪ General operations ▪ Facilities management <p>The applicant has provided strong evidence of the organization’s capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable.</p> <p>There is a clear and coherent description of the organization’s procurement process for the purchase of services and goods that exceed \$10,000.</p> <p>Overall, the applicant has demonstrated with evidence, strong operations capacity.</p>

CATEGORY 5: FINANCIAL PLAN AND CAPACITY

Section 29: Financial Plan

Ranking			
Does Not Meet – 0	Partially Meets – 1	Meets – 2	Exceeds – 3
<p>There is little or no description of:</p> <p>The systems, policies, and processes the school will use for financial planning, and/or how the school will establish and maintain strong internal controls and ensure compliance with all financial reporting requirements.</p> <p>The roles and responsibilities of the school’s administration and governing board for school finances.</p> <p>The plans and procedures for conducting an annual independent and state audit of the financial and administrative operations of the school.</p> <p>How the school will ensure financial transparency to the Commission and the public, or plans for public adoption of its budget and public dissemination of its annual audit and financial reports.</p> <p>Any services to be contracted or anticipated costs.</p> <p>The plans for liability insurance to indemnify the school, its board, staff, and teachers against tort claims.</p> <p><i>Continued on page 40</i></p>	<p>There is a limited or insufficient description of:</p> <p>The systems, policies, and processes the school will use for financial planning, accounting, purchasing, and payroll, and description of how the school will establish and maintain strong internal controls and ensure compliance with all financial reporting requirements.</p> <p>The roles and responsibilities of the school’s administration and governing board for school finances and the distinction between each.</p> <p>The plans and procedures for conducting an annual independent and state audit of the financial and administrative operations of the school.</p> <p>How the school will ensure financial transparency to the Commission and the public, including its plans for public adoption of its budget and public dissemination of its annual audit and an annual financial report.</p> <p>Any services to be contracted and the anticipated costs.</p> <p>The plans for liability insurance to indemnify the school, its board, staff, and teachers against tort claims.</p> <p><i>Continued on page 40</i></p>	<p>There is a description of the systems, policies, and processes the school will use for financial planning, accounting, purchasing, and payroll, including a description of how the school will establish and maintain strong internal controls and ensure compliance with all financial reporting requirements.</p> <p>There is a description of the roles and responsibilities of the school’s administration and governing board for school finances which distinguishes between each.</p> <p>The applicant has provided the plans and procedures for conducting an annual independent and state audit of the financial and administrative operations of the school.</p> <p>There is a description of how the school will ensure financial transparency to the Commission and the public, including its plans for public adoption of its budget and public dissemination of its annual audit and an annual financial report.</p> <p>There is a description of any services to be contracted, such as business services, payroll, auditing services, program management, and professional development, including the anticipated costs and criteria for selecting such services.</p> <p>The applicant has described plans for liability insurance to indemnify the school, its board, staff, and teachers against tort claims.</p> <p><i>Continued on page 40</i></p>	<p>The applicant has provided a detailed and comprehensive description of the following:</p> <p>The systems, policies, and processes the school will use for financial planning, accounting, purchasing, and payroll, including a description of how the school will establish and maintain strong internal controls and ensure compliance with all financial reporting requirements which demonstrates a sound financial structure.</p> <p>The roles and responsibilities of the school’s administration and governing board for school finances which clearly distinguishes between each.</p> <p>The plans and procedures for conducting an annual independent and state audit of the financial and administrative operations of the school.</p> <p>How the school will ensure financial transparency to the Commission and the public, including its plans for public adoption of its budget and public dissemination of its annual audit and an annual financial report.</p> <p>Any services to be contracted and the anticipated costs.</p> <p>Plans for liability insurance to indemnify the school, its board, staff, and teachers against tort claims.</p> <p><i>Continued on page 40</i></p>

Ranking			
Does Not Meet – 0	Partially Meets – 1	Meets – 2	Exceeds – 3
<p><i>Continued from page 39</i></p> <p>The applicant did not provide a completed Financial Plan Workbook.</p> <p>The applicant has provided little or no detail in the budget narrative. It minimally or, did not address:</p> <ul style="list-style-type: none"> • Anticipated Funding Sources • The school’s contingency plan to meet financial needs • Year one cash flow contingency 	<p><i>Continued from page 39</i></p> <p>There is a Financial Plan Workbook (Attachment 25) though it is incomplete.</p> <p>The applicant has provided a budget narrative description though, it lacks sufficient detail to determine its viability and/or the applicant has insufficiently addressed:</p> <ul style="list-style-type: none"> • Anticipated Funding Sources • The school’s contingency plan • Year one cash flow contingency. 	<p><i>Continued from page 39</i></p> <p>There is a fully completed Financial Plan Workbook (Attachment 25) which uses the per-pupil revenue guidance provided by the Commission.</p> <p>The applicant has provided a detailed budget narrative (Attachment 26) which includes a description of assumptions and revenue estimates, the basis and calculations for revenue projections, staffing levels, and expenditures, the degree to which the school/campus budget will rely on variable income (e.g., grants, donations, fundraising).</p> <ul style="list-style-type: none"> • Anticipated Funding Sources: The applicant has indicated the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc., and described any restrictions on access to, or use of, any identified funding sources. Include evidence of commitment for any funds on which the school’s core operation depends (Attachment 26) • There is an explanation of the school’s contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated. • There is a detailed description of year one cash flow contingency, in the event that revenue projections are not met in advance of opening. 	<p><i>Continued from page 39</i></p> <p>There is a fully completed Financial Plan Workbook (Attachment 25) which uses the per-pupil revenue guidance provided by the Commission.</p> <p>Overall, the applicant financial plan indicates strong financial capacity.</p> <p>The applicant has provided a detailed and comprehensive line item budget narrative (Attachment 26) which includes a description of assumptions and revenue estimates, the basis and calculations for revenue projections, staffing levels, and expenditures, the degree to which the school/campus budget will rely on variable income (e.g., grants, donations, fundraising). The description aligns to the educational program and clearly addresses:</p> <ul style="list-style-type: none"> • Anticipated Funding Sources: The applicant has indicated the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc., and described any restrictions on access to, or use of, any identified funding sources. Include evidence of commitment for any funds on which the school’s core operation depends (Attachment 26); • There is an explanation of the school’s contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated. • There is a detailed description of year one cash flow contingency, in the event that revenue projections are not met in advance of opening. • . <p>Overall, the applicant clearly demonstrates a thorough understanding of the financial requirements and a strong capacity for financial viability.</p>

Section 30: Financial Management Capacity

Ranking			
Does Not Meet – 0	Partially Meets – 1	Meets – 2	Exceeds – 3
<p>The applicant has provided little or no description of the team’s individual and collective qualifications for implementing the Financial Plan successfully.</p> <p>And/or did not sufficiently address:</p> <ul style="list-style-type: none"> ▪ Financial management; ▪ Fundraising and development ▪ Accounting and internal controls. <p>The applicant does not provide the most recent internal financial statements, inclusive of balance sheets and income statements for the organization and/or any related business entities. School level and overall operations are not distinctly represented (Attachment 27).</p> <p>For the organization as a whole and any related business entities, the applicant has provided little or none of the following (Attachment 28)</p> <ul style="list-style-type: none"> ▪ The last three years of independent financial audit reports and management letters ▪ The most recent internal financial statements, including balance sheets and income statements <p>Overall, the applicant does not demonstrate sound financial management processes and/or capacity and/or the potential for financial viability.</p>	<p>The applicant has provided a limited and/or incomplete description of the team’s individual and collective qualifications for implementing the Financial Plan successfully.</p> <p>The applicant addressed some of the following or, did so in a limited manner:</p> <ul style="list-style-type: none"> ▪ Financial management; ▪ Fundraising and development ▪ Accounting and internal controls. <p>The applicant provides the recent internal financial statements, though not the most recent, and has provided some of the following: balance sheets and income statements for the organization and any related business entities. School level and overall operations are represented, though distinctions are not clear (Attachment 27).</p> <p>For the organization as a whole and any related business entities, the applicant provides the following (Attachment 28)</p> <ul style="list-style-type: none"> ▪ The last three years of independent financial audit reports and management letters ▪ The most recent internal financial statements, including balance sheets and income statements <p>Overall, the applicant demonstrates some financial management processes and capacity and has some potential for financial viability.</p>	<p>The applicant has provided the team’s individual and collective qualifications for implementing the Financial Plan successfully.</p> <p>The applicant has described the team’s individual and collective qualifications for implementing the Financial Plan successfully, including capacity in areas such as:</p> <ul style="list-style-type: none"> ▪ Financial management; ▪ Fundraising and development; and ▪ Accounting and internal controls. <p>The applicant provides the most recent internal financial statements, including balance sheets and income statements for the organization and any related business entities. School level and overall operations are distinctly represented (Attachment 27).</p> <p>For the organization as a whole and any related business entities, the applicant provides the following (Attachment 28)</p> <ul style="list-style-type: none"> ▪ The last three years of independent financial audit reports and management letters ▪ The most recent internal financial statements, including balance sheets and income statements <p>Overall, the applicant clearly demonstrates financial management and capacity and has potential for financial viability.</p>	<p>The applicant has clearly and comprehensively demonstrated the team’s individual and collective qualifications for implementing the Financial Plan successfully.</p> <p>There is strong evidence of capacity in the school’s:</p> <ul style="list-style-type: none"> ▪ Financial management; ▪ Fundraising and development ▪ Accounting and internal controls. <p>The applicant provides the most recent internal financial statements, inclusive of clear and complete balance sheets and income statements for the organization and any related business entities. School level and overall operations are clearly and distinctly represented (Attachment 27).</p> <p>For the organization as a whole and any related business entities, the applicant provides the following (Attachment 28)</p> <ul style="list-style-type: none"> ▪ The last three years of independent financial audit reports and management letters ▪ The most recent internal financial statements, including balance sheets and income statements <p>Overall, the applicant clearly demonstrates strong financial management processes and convincing capacity and has a high potential for financial viability.</p>

CATEGORY 6: EXISTING OPERATORS

Section 31: Existing Operators

Ranking			
Does Not Meet – 0	Partially Meets – 1	Meets – 2	Exceeds – 3
There is little to no description of the organization’s growth plans and capacity to successfully support and execute that plan.	There is a description of the organization’s growth plans and capacity to successfully support and execute that plan including business plans to support anticipated growth though, it is limited and/or provided insufficient detail.	There is a detailed description of the organization’s growth plans and capacity to successfully support and execute that plan including business plans to support anticipated growth.	There is a detailed and compelling description of the organization’s growth plans and capacity to successfully support and execute that plan including business plans to support anticipated growth which indicates a strong likelihood for continued capacity for growth..
The applicant has not completed or provided all requested information for each of the organization’s schools.	The applicant has completed <i>some</i> of requested information for each of the organization’s schools via the Portfolio Summary Template.	The applicant has completed all requested information for each of the organization’s schools via the Portfolio Summary Template (Attachment 29)	The applicant has completed all requested information for each of the organization’s schools via the Portfolio Summary Template (Attachment 29) .
The applicant has not provided or addressed the status report regarding compliance with each preopening condition, for applicants authorized to open a school in the 2015 school year and beyond, whether by the Commission or another authorizer.	The applicant has provided a status report regarding compliance with each preopening condition, for applicants authorized to open a school in the 2015 school year and beyond, though it is limited in scope and/or provides insufficient detail.	The applicant has provided a status report regarding compliance with each preopening condition, for applicants authorized to open a school in the 2015 school year and beyond, whether by the Commission or another authorizer.	The applicant has clearly and comprehensively demonstrated compliance with each preopening condition, for applicants authorized to open a school in the 2015 school year and beyond.
The applicant has not addressed or has not indicated that there are no school closures, revocations or non-renewals by any authorizer to report.	The applicant has partially addressed disclosure of schools that have been closed or non-renewed, or charters that have been revoked by any authorizer.	The applicant has either disclosed any schools that have been closed or non-renewed, or charters that have been revoked by any authorizer, or indicated that there are no school closures, revocations or non-renewals to report.	The applicant has reported that no schools have been closed, non-renewed, or had their charters revoked by any authorizer. Overall, the applicant clearly demonstrates strong existing or planned operations capacity and has a high potential for organizational effectiveness.