



WASHINGTON STATE  
*Charter School Commission*  
STUDENTS • INNOVATION • TRANSPARENCY

# NEW CHARTER SCHOOL APPLICATION EVALUATION RUBRIC

**For Schools Opening in the 2018-2019 School Year**

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# Washington State Charter School Commission

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# ABOUT THIS DOCUMENT

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## Introduction

*The New Charter School Application Rubric (Rubric)* provides the authorizer and application evaluators with a means of determining the quality of a charter school application. The *Rubric* is also intended to provide a common language for evaluators to draw on during the application evaluation process, to include:

- During Initial Evaluations
- During Panel Calls
- During Capacity Interviews
- During Final Evaluations

The criteria and several indicators of quality are provided for each section of the application. A proposal that sufficiently addresses the section will score either a “Meets” or “Exceeds” for that section. It should be noted that an application scoring an “Exceeds” is exemplary and exceeds the expectations of reviewers.

An application scoring a “Partially Meets” on a section would only partially meet the expectation, and scoring a “Does Not Meet” signifies that the application does not meet the expectation.

The application evaluators must objectively review the scores for each section of a category in order to provide an overall score for each of the application categories. It is appropriate for authorizers to identify priority sections and to weight certain sections of the application based on those priorities.

It should be understood that opening and maintaining a successful, high-performing charter school depends on having a complete, coherent plan and identifying highly capable individuals to execute that plan. It is not an endeavor for which strengths in some areas can compensate for material weaknesses in others. *Therefore, in order to receive a recommendation for approval, applications must maintain a “Meets” rating in all categories.*

Before being assigned to evaluators, proposals will have already been reviewed for completeness by Washington State Charter School Commission staff. For this reason, Category 1: General Information will not be evaluated as a part of the *Rubric*, as its contents are administrative in nature.

## Rating Characteristics

The evaluation team assesses each application against the *Rubric*. In general, the following definitions guide evaluator ratings:

### **Exceeds**

Thorough, compelling, sophisticated understanding of the concept.

### **Meets**

Clear and complete response to all aspects, demonstrates capacity.

### **Partially Meets**

Partial, insufficient details, some capacity.

### **Does Not Meet**

Provides little or no evidence of capacity or understanding.



# CATEGORY 2: EXECUTIVE SUMMARY

Section 1: Executive Summary					
Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
Student Population, Educational Needs, and Non-Academic Challenges	The executive summary fails to address key criteria; provides little or no evidence of the school's mission and vision; anticipated 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.	The executive summary <i>partially</i> outlines the school's mission and vision; anticipated 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.	The executive summary clearly outlines a description of the proposed student population and the educational needs of the anticipated student population and non-academic challenges the school is likely to encounter, the rationale for the number of students and grade levels served in year one of the attendance projection and the basis for the growth plan in the enrollment attendance projection, and how the applicant team has assessed demand and/or need for the school. <b>(Attachments 1 and 2)</b>	The applicant has convincingly demonstrated a solid understanding of the anticipated student population and capacity to implement the proposed school plan in its description of the proposed student population and the educational needs of the anticipated student population and non-academic challenges the school is likely to encounter, the rationale for the number of students and grade levels served in year one of the attendance projection and the basis for the growth plan in the enrollment attendance projection, and how the applicant team has assessed demand and/or need for the school. <b>(Attachments 1 and 2)</b>	
Geographic Location	The applicant has provided little to no description of the geographic location of the school, and/or the rationale for selecting the school location, grade levels served, and student body; and identified any enrollment priorities the school intends to employ, and has not demonstrated an understanding of the applicable restrictions on enrollment eligibility and selection.	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.	The applicant has completely described the geographic location of the school, the rationale for selecting the school location, grade levels served, and student body; and identified any enrollment priorities the school intends to employ, and is consistent with applicable restrictions on enrollment eligibility and selection.	The applicant has provided abundant and comprehensive evidence to support the geographic location of the school, the rationale for selecting the school location, grade levels served, and student body; and identified any enrollment priorities the school intends to employ, and is consistent with applicable restrictions on enrollment eligibility and selection.	

## Section 1: Executive Summary

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
School Plan, Mission, Vision, Objectives, and Goals	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.	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.	The applicant has provided a clear school plan with a description of the students and community to be served, a mission and vision statement, measurable school goals and objectives, what success will look like, and aligns with Washington charter law and the Commission's stated priorities and the <b>objectives</b> are operations and governance focused.	The applicant has demonstrated a high degree of implementation capacity in it's clear and comprehensive description of the school plan and the students and community to be served, the mission and vision statement, measurable school goals and objectives, what success will look like, and aligns with Washington charter law and the Commission's stated priorities.	
Request for Additional Planning Year	If the applicant is planning to open their school in the fall of 2018, the applicant has provided little to no rationale for this request and has provided little or no description of the circumstances surrounding the proposed delay in opening the school.	If the applicant is planning to open their school in the fall of 2018, the applicant has provided a vague and limited rationale for this request and/or description of the circumstances surrounding the proposed delay in opening the school.	If the applicant is planning to open their school in the fall of 2018, the applicant has provided a rationale for this request and has described the circumstances surrounding the proposed delay in opening the school.	If the applicant is planning to open their school in the fall of 2018, the applicant has provided a strong rationale for this request and has described compelling circumstances surrounding the proposed delay in opening the school.	



# CATEGORY 3: EDUCATIONAL PROGRAM DESIGN AND CAPACITY

Section 2: Program Overview					
Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
Educational Program Terms	There is little or no information regarding the essential design elements of the school model, and/or the applicant has not provided at least three measurable Educational Program Terms.	The essential design elements of the school model and the Educational 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) specific and measurable Educational 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) specific and measurable Educational Program Terms.	
Research Driven Program	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 has provided evidence that the educational program or essential design elements of the program are based on proven methods and provided evidence that the proposed educational program has a sound base in research, theory, and/or experience, and has been or is likely to be rigorous, engaging, and effective for the anticipated student population.	The applicant has provided strong and convincing evidence that the educational program or essential design elements of the program are based on proven methods and provided evidence that the proposed educational program has a sound base in research, theory, and/or experience, and has been or is likely to be rigorous, engaging, and effective for the anticipated student population.	
Culturally Responsive Program	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 has described the culturally responsive aspects of the educational program.	The applicant has clearly and comprehensively described the culturally responsive aspects of the program and provided strong evidence and a sophisticated understanding of the impact of the culturally responsive aspects of the program on the targeted student population.	

## Section 2: Program Overview

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
Overall	Overall, the applicant has provided little or no description of its educational program model and/or does not demonstrate an understanding of its educational program terms and design.	Overall, the applicant has insufficiently described its educational program and/or demonstrates a limited understanding of its education program terms and/or design.	Overall, the applicant has described a strong educational program model and demonstrated an understanding of its educational program.	Overall, the applicant has described a sophisticated educational program model with 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 a high likelihood for success.	



## Section 3: Curriculum and Instructional Design

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
Basic Learning Environment	There is little or no description of the basic learning environment and/or reference to class size and structure, and/or mission and vision, or cultural responsiveness.	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, is aligned to the school's mission and vision, and describes evidence that these curricula are culturally responsive, appropriate and effective for the anticipated students.	The description of the basic learning environment is clear, comprehensive and includes class size and structure, is well aligned to the school's mission and vision, and demonstrates a sophisticated understanding of the evidence that these curricula are culturally responsive and will be appropriate and effective for the anticipated students.	
Curriculum Overview	There is little or no description of a school plan for using curricula that are aligned to applicable state standards, and/or there is no description of the appropriate course outcomes and/or a scope and sequence.	The description of the school's plan for using curricula has partially or insufficiently demonstrated alignment to applicable state standards and/or has not demonstrated appropriate course outcomes, and/or a scope and sequence.	There is an overview of the school's plan for using curricula that are aligned to applicable state standards with the appropriate course outcomes. A sample scope and sequence for one subject in one grade of each division (elementary, middle and high) the school will serve is provided in <b>Attachment 3</b> .	The description of the school's plan for using curricula contains abundant detail to demonstrate strong alignment to applicable state standards, appropriate course outcomes, and a complete and comprehensive scope and sequence is provided in <b>Attachment 3</b> .	
Curriculum Development	<p>The applicant has provided little to no description of the curricular choices, textbook selection, and the rationale for each, and/or not described the evidence that these curricula will be appropriate and effective for the anticipated student population, and/or has provided little to no description of how the curriculum is vertically and horizontally aligned for all grades the school will serve.</p> <p><b>OR</b></p> <p>If the applicant plans to develop a curriculum, there is little or no description regarding how the curriculum will be developed.</p>	<p>The applicant has minimally addressed the curricular choices, textbook selection, and the rationale for each, and/or not described the evidence that these curricula will be appropriate and effective for the anticipated student population, and/or not provided a sufficient description of how the curriculum is vertically and horizontally aligned for all grades the school will serve.</p> <p><b>OR</b></p> <p>If the applicant plans to develop a curriculum, there is a limited and/or incomplete description regarding how the curriculum will be developed.</p>	<p>The applicant has described the curriculum, summarized the curricular choices such as textbook selection, by subject, and the rationale for each, described the evidence that these curricula will be appropriate and effective for the anticipated student population, and a description of how the curriculum is vertically and horizontally aligned for all grades the school will serve.</p> <p><b>OR</b></p> <p>If the applicant plans to develop a curriculum, a detailed description regarding how the curriculum will be developed, including who will be responsible and when key stages will be completed and how the curriculum will be vertically and horizontally aligned for all grades the school will serve, is provided in <b>Attachment 4</b>.</p>	<p>The applicant has comprehensively described the curriculum and its alignment to the Educational Program Terms, summarized the curricular choices such as textbook selection, by subject, and the rationale for each, and provided a thorough description of how the curriculum is vertically and horizontally aligned for all grades and the anticipated student population the school will serve.</p> <p><b>OR</b></p> <p>If the applicant plans to develop a curriculum, a detailed and comprehensive description regarding how the curriculum will be developed is provided in <b>Attachment 4</b>.</p>	

## Section 3: Curriculum and Instructional Design

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
Instructional Strategies	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 is limited and/or the rationale for why the listed strategies are being used provide insufficient detail.	The applicant has provided a description of the primary instructional strategies, along with a rationale for why the listed strategies are being used and their cultural relevance to the anticipated student population, and described the processes, methods and systems teachers will have for providing differentiated instruction to meet the needs of all students.	There is a detailed and comprehensive description of the primary instructional strategies along with compelling research, or experience-based rationale for why the listed strategies are being used and how they are culturally relevant and responsive to the anticipated student population.	

## Section 4: Student Performance Standards

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
Student Performance Standards	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, the description does not address all grades and is limited in detail.	There is a description of the student performance standards for the school as a whole and they are aligned with state standards.	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.	
Academic Standards Beyond State Standards	If the applicant plans to adopt or develop additional academic expectations beyond the state standards, 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, a clear explanation and rationale of the expectations (e.g. content areas, grade levels) is 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.	
Grade Promotion	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 and that they are based on research and/or best practices, a plan for communicating these criteria to staff, students, and families is included, though said policies, standards and plan are limited and have insufficient detail and description.	The proposed policies, standards, and expectations for promoting students from one grade to the next are based on research and/or best practices and there is a culturally responsive plan for clearly communicating these criteria to staff, students, and families.	The proposed policies, standards, and expectations for promoting students from one grade to the next are based on research and/or best practices, demonstrate high standards for students and are well aligned to the school's education program, mission and vision. The applicant has provided a strong culturally responsive plan for clearly communicating these criteria to staff, students, and families.	
Exit Standards	The applicant has provided little to no description of the school's exit standards for graduating students, 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, 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 ( <b>Attachment 5</b> ) 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 ( <b>Attachment 5</b> ) 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.	

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

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
Exit Standards	There is little or no description of how the school will meet the requirements described in <b>Attachment 5</b> , 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, there is not an explanation of the additional requirements.	There is a limited description with insufficient detail on how the school will meet the requirements described in <b>Attachment 5</b> , 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 was minimally described.	There is a description of how the school will meet the requirements described in <b>Attachment 5</b> , 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, there is an explanation of the additional requirements.	There is a clear and comprehensive description of how the school will meet the requirements described in <b>Attachment 5</b> , along with a strong 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, there is an explanation of the additional requirements.	
Career/College Readiness	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).	
Dropout Prevention	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

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
Annual Academic Schedule	<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 (<b>Attachment 6</b>).</p>	<p>There is a description of the annual academic schedule for the school, though it does not clearly explain and/or demonstrate 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 (<b>Attachment 6</b>).</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 (<b>Attachment 6</b>).</p>	<p>There is a clear and compelling 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 (<b>Attachment 6</b>).</p>	
Daily and Weekly Schedule	<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. <b>Attachment 6</b> is missing or incomplete.</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 (<b>Attachment 6</b>), though the applicant has demonstrated a limited or incomplete understanding of the instructional time necessary for optimal student learning.</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 (<b>Attachment 6</b>).</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 (<b>Attachment 6</b>).</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

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
Culture of the School	There is little or no description of the culture of the proposed school or an explanation of 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.	
Establishing and Maintaining Culture	There is little or no description for how the school will establish and maintain the school 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.	There is a limited explanation of how the school will establish and maintain the school 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 establish and maintain the school 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 well-articulated, comprehensive and compelling description for how the school will establish and maintain the school 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.	
Cultural Responsiveness	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.	
Typical School Day (Student and Teacher)	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 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 demonstrates the applicant's understanding and capacity to ensure cultural inclusiveness and responsiveness for all students and staff.	



## Section 8: Supplemental Programming

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
Summer School (If Applicable)	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.	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.	If applicable, 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. There is a clear plan for resource and staffing needs which is also reflected in the budget.	If applicable, the applicant has provided a comprehensive and compelling description of the proposed summer school offerings including the schedule, length, anticipated participants. The 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. There is a clear plan for resource and staffing needs which is also reflected in the budget.	
Extra or Co-Curricular Activities	There is little or no description of culturally responsive extra-curricular or co-curricular activities offerings and how they will be delivered and funded.	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.	There is a clear description of culturally responsive extra-curricular or co-curricular activities offerings and how they will be delivered and funded, including the schedule, length, and anticipated participants.	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, and 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.	
Student Mental, Emotional, And Social Development and Health	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.	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.	There is a clear 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.	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.	

## Section 8: Supplemental Programming

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
Other Student Programming	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.	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.	If applicable, the applicant has described any other student-focused activities and programs that are integral to the educational and student-development plans.	If applicable, the applicant has described any other student-focused activities and programs that are integral to the educational and student-development plans.	
Supplemental Programming Parent Outreach	A culturally inclusive plan for outreach to families to apprise them of supplemental programming opportunities was not provided or was insufficient as provided.	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.	There is a clear, culturally inclusive plan for outreach to families to apprise them of supplemental programming opportunities.	There is a clear and compelling culturally inclusive plan for outreach to families to apprise them of supplemental programming opportunities. Said plan demonstrates the applicant's thorough understanding of culturally inclusive outreach.	

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## Section 9: Special Populations and At-Risk Students

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
Special Populations Plan	The applicant has provided little to no description of an overall plan to serve students with special needs, including but not limited to students with IEPs or Section 504 plans, ELLs, students identified as intellectually gifted, and students at risk of academic failure or dropping out is limited and lacks sufficient detail. The plan minimally or does not address how the school will meet students' needs in the least restrictive environment.	The overall plan to serve students with special needs, including but not limited to students with IEPs or Section 504 plans, ELLs, students identified as intellectually gifted, and students at risk of academic failure or dropping out, is limited and lacks sufficient detail. The plan minimally addresses how the school will meet students' needs in the least restrictive environment.	There is a description of the overall plan to serve students with special needs, including but not limited to students with IEPs or Section 504 plans, ELLs, students identified as intellectually gifted, and students at risk of academic failure or dropping out. The plan addresses how the school will meet students' needs in the least restrictive environment.	There is a clear and comprehensive description of an overall plan to serve students with special needs, including but not limited to students with IEPs or Section 504 plans, ELLs, students identified as intellectually gifted, and students at risk of academic failure or dropping out. The plan thoroughly addresses how the school will meet students' needs in the least restrictive environment.	
Expected Special Populations	The applicant has provided little or no identification of the special populations and at-risk groups that the school expects to serve and/or not explained the basis for these assumptions, and/or there is little or no description of how the course scope and sequence, daily schedule, staffing plans, and support strategies and resources will meet or be adjusted for the diverse needs of all students.	The applicant has insufficiently identified the special populations and at-risk groups that the school expects to serve and/or explained the basis for these assumptions, and/or there is insufficient detail on how the course scope and sequence, daily schedule, staffing plans, and support strategies and resources will meet or be adjusted for the diverse needs of all students.	The applicant has identified the special populations and at-risk groups that the school expects to serve and explained the basis for these assumptions. There is an explanation of how the course scope and sequence, daily schedule, staffing plans, and support strategies and resources will meet or be adjusted for the diverse needs of all students.	The applicant has thoroughly identified the special populations and at-risk groups that the school expects to serve and explained the basis for these assumptions. There is a comprehensive and articulate explanation of how the course scope and sequence, daily schedule, staffing plans, and support strategies and resources will meet or be adjusted for the diverse needs of all students.  The applicant has demonstrated a thorough understanding and capacity to comply with applicable laws and regulations.	

## Section 9: Special Populations and At-Risk Students

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
SPED	The applicant has provided little or no explanation on how the school will identify and meet the learning needs of students with mild, moderate, and severe disabilities in the least restrictive environment possible. There is little or no description of the specific programs, strategies, and supports the school will provide, and/or no description of the following: methods for student identification, specific instructional programs and practices, plans for monitoring and evaluating academic progress and graduation/promotion, and staffing for specially designed instruction. Overall, the applicant has demonstrated little understanding of meeting the needs of its students with disabilities.	The applicant has insufficiently explained how the school will identify and meet the learning needs of students with mild, moderate, and severe disabilities in the least restrictive environment possible. The programs, strategies, and supports the school will provide lack sufficient details and/or minimally addresses the following: methods for student identification, specific instructional programs and practices, plans for monitoring and evaluating academic progress and graduation/promotion, and staffing for specially designed instruction.	The applicant has specifically explained how the school will identify and meet the learning needs of students with mild, moderate, and severe disabilities in the least restrictive environment possible. The specific programs, strategies, and supports the school will provide, including the following: methods for student identification, specific instructional programs and practices, plans for monitoring and evaluating academic progress and graduation/promotion, and staffing for specially designed instruction.	The applicant has comprehensively and completely explained how the school will identify and meet the specific learning needs of students with mild, moderate, and severe disabilities in the least restrictive environment possible. Included are complete descriptions of specific programs, strategies, and supports the school will provide, including the following: methods for student identification, specific instructional programs and practices, plans for monitoring and evaluating academic progress and graduation/promotion, and staffing for specially designed instruction. The applicant has demonstrated a sophisticated understanding and explanation of how it will serve its students with disabilities.	
ELL	The applicant has provided little or no explanation of how the school will meet the needs of English Language Learner (ELL) students, and/or not included a description of methods for identification, special instructional programs, plans for monitoring and evaluating student academic progress, and staffing for ELL instruction.	The applicant has provided a limited and insufficient explanation of how the school will meet the needs of English Language Learner (ELL) students, including: methods for identification, special instructional programs, plans for monitoring and evaluating student academic progress, and staffing for ELL instruction.	The applicant has explained how the school will meet the needs of English Language Learner (ELL) students, including: methods for identification, special instructional programs, plans for monitoring and evaluating student academic progress, and staffing for ELL instruction.	The applicant has thoroughly explained how the school will meet the needs of English Language Learner (ELL) students, including: comprehensive methods for identification, special instructional programs, explicit plans for monitoring and evaluating student academic progress, and staffing for ELL instruction. The applicant has demonstrated a sophisticated understanding and explanation of how it will serve its students who speak a language other than English.	

## Section 9: Special Populations and At-Risk Students

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
At-Risk	The applicant has provided little or no explanation of how the school will meet the needs of its at-risk students, and/or not included a description of methods for identification, special instructional programs, plans for monitoring and evaluating student academic progress, and staffing for instruction.	The applicant has provided a limited and insufficient explanation of how the school will meet the needs of at-risk students, including: methods for identification, special instructional programs, plans for monitoring and evaluating student academic progress, and staffing for instruction.	The applicant has explained how the school will meet the needs of its at-risk students, including: methods for identification, programs and practices for enhancing their abilities, plans for monitoring and evaluating student academic progress, and staffing for instruction for students who are at-risk.	The applicant has thoroughly explained how the school will meet the needs of at-risk students, including: comprehensive methods for identification, special instructional programs, explicit plans for monitoring and evaluating student academic progress, and staffing for ELL instruction. The applicant has demonstrated a sophisticated understanding and explanation of how it will serve its students who are at-risk.	
HICAP	The applicant has provided little or no explanation of how the school will meet the needs of its highly capable students, and/or not included a description of methods for identification, special instructional programs, plans for monitoring and evaluating student academic progress, and staffing for instruction.	The applicant has provided a limited and insufficient explanation of how the school will meet the needs of highly capable students, including: methods for identification, special instructional programs, plans for monitoring and evaluating student academic progress, and staffing for instruction.	The applicant has explained how the school will meet the needs of its highly capable students, including: methods for identification, special instructional programs, plans for monitoring and evaluating student academic progress, and staffing for highly capable instruction.	The applicant has thoroughly explained how the school will meet the needs of its highly capable students, including: comprehensive methods for identification, special instructional programs, explicit plans for monitoring and evaluating student academic progress, and staffing for highly capable instruction. The applicant has demonstrated a sophisticated understanding and explanation of how it will serve its students who are highly capable.	

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## Section 10: Student Recruitment and Enrollment

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
Recruitment and Enrollment Plan	There is little or no description of the culturally inclusive student marketing and recruitment plan that will provide equal access to all interested students and families, and/or the applicant has minimally or not described the school’s plan for outreach to at-risk students.	There is a limited and incomplete overview of the culturally inclusive student marketing and recruitment plan that will provide equal access to all interested students and families, and/or the applicant has minimally described the school’s plan for outreach to at-risk students.	There is an overview of the culturally inclusive student marketing and recruitment plan that will provide equal access to all interested students and families. The applicant has specifically described the school’s plan for outreach to at-risk students.	There is a comprehensive and compelling overview of the culturally inclusive student marketing and recruitment plan that will provide equal access to all interested students and families. The applicant has specifically described the school’s plan for outreach to at-risk students.	
Enrollment Policy	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 open lottery procedures, and policies and procedures for waiting lists.	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.	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 ( <b>Attachment 7</b> ).	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 ( <b>Attachment 7</b> ).	
Overall	Overall, the applicant has demonstrated little understanding or capacity for equitable student recruitment and enrollment.			Overall, the applicant has demonstrated a compelling understanding and capacity for equitable student recruitment and enrollment processes and procedures.	

## Section 11: Student Discipline Policy and Plan

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
Discipline Policy	<p>The applicant has provided little or no description of the proposed discipline plan, with little or no detail on how the plan is based on some combination of research, theory, experience, and best practices, and/or little or no explanation on how the discipline policy will be culturally responsive and effective for the anticipated student population, and/or little or no demonstration of compliance with applicable state laws and authorizer policies, and little or no description of:</p> <ul style="list-style-type: none"> <li>▪ Equitable and fair practices the school will use to promote good discipline, including both penalties for infractions and incentives for positive behavior;</li> <li>▪ A list and definitions of the offenses for which students in the school must (where nondiscretionary) and may (where discretionary) be suspended or expelled;</li> <li>▪ The rights of students with disabilities in disciplinary actions and proceedings;</li> <li>▪ Procedures for due process when a student is suspended or expelled as a result of a code of conduct violation, including a description of the appeal process that the school will employ for students facing expulsion and a plan for providing services to students who are expelled or out of school for more than ten days.</li> </ul>	<p>The applicant has provided a limited and insufficient description of the proposed discipline plan, with insufficient detail on how the plan is based on some combination of research, theory, experience, and best practices, and/or little or no demonstration or explanation on how the discipline policy will be culturally responsive and effective for the anticipated student population, or in compliance with applicable state laws and authorizer policies, and/or insufficiently or minimally addresses:</p> <ul style="list-style-type: none"> <li>▪ Equitable and fair practices the school will use to promote good discipline, including both penalties for infractions and incentives for positive behavior;</li> <li>▪ A list and definitions of the offenses for which students in the school must (where nondiscretionary) and may (where discretionary) be suspended or expelled;</li> <li>▪ The rights of students with disabilities in disciplinary actions and proceedings;</li> <li>▪ Procedures for due process when a student is suspended or expelled as a result of a code of conduct violation, including a description of the appeal process that the school will employ for students facing expulsion and a plan for providing services to students who are expelled or out of school for more than ten days.</li> </ul>	<p>The applicant has provided a detailed description of the proposed discipline plan, along with a detailed explanation of how the plan is based on some combination of research, theory, experience, and best practices, and a clear demonstration and explanation on how the discipline policy will be culturally responsive and effective for the anticipated student population (<b>Attachment 8</b>), and has demonstrated compliance with applicable state laws and authorizer policies, adherence to legal due process requirements and clearly addresses:</p> <ul style="list-style-type: none"> <li>▪ Equitable and fair practices the school will use to promote good discipline, including both penalties for infractions and incentives for positive behavior;</li> <li>▪ A list and definitions of the offenses for which students in the school must (where nondiscretionary) and may (where discretionary) be suspended or expelled;</li> <li>▪ The rights of students with disabilities in disciplinary actions and proceedings;</li> <li>▪ Procedures for due process when a student is suspended or expelled as a result of a code of conduct violation, including a description of the appeal process that the school will employ for students facing expulsion and a plan for providing services to students who are expelled or out of school for more than ten days (<b>Attachment 8</b>).</li> </ul>	<p>The applicant has provided comprehensive and thorough description of the proposed discipline plan, with detail on how the plan is based on some combination of research, theory, experience, and best practices, and a clear and sophisticated demonstration and explanation on how the discipline policy will be culturally responsive and effective for the anticipated student population (<b>Attachment 8</b>), and has comprehensively demonstrated compliance with applicable state laws and authorizer policies, adherence to legal due process requirements and clearly addresses:</p> <ul style="list-style-type: none"> <li>▪ Equitable and fair practices the school will use to promote good discipline, including both penalties for infractions and incentives for positive behavior;</li> <li>▪ A complete and thorough list and definitions of the offenses for which students in the school must (where nondiscretionary) and may (where discretionary) be suspended or expelled;</li> <li>▪ The rights of students with disabilities in disciplinary actions and proceedings;</li> <li>▪ Procedures for due process when a student is suspended or expelled as a result of a code of conduct violation, including a description of the appeal process that the school will employ for students facing expulsion and a thorough plan for providing services to students who are expelled or out of school for more than 10 days (<b>Attachment 8</b>).</li> </ul>	

## Section 11: Student Discipline Policy and Plan

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
Distribution Plan	The applicant has provided little or no description on how students and parents/guardians will be informed of the school's discipline policy.	The applicant has insufficiently described how students and parents/guardians will be informed of the school's discipline policy.	The applicant has described how students and parents/guardians will be informed of the school's discipline policy.	The applicant has thoroughly described how students and parents/guardians will be informed of the school's discipline policy.	
Overall	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.	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.	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.	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.	

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## Section 12: Family and Community Involvement

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
Family and Community Assessment and Engagement to Date	<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>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 (<b>Attachment 9</b>).</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>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 (<b>Attachment 9</b>).</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>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 (<b>Attachment 9</b>).</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>	
Family Engagement and Cultural Inclusiveness (Ongoing)	<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 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 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 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>	

## Section 12: Family and Community Involvement

Topic	Ranking				N/A
	Does Not Meet	Partially Meets	Meets	Exceeds	
Community Resources/Contractual and other Partnerships	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.	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 minimal evidence of support from intended community partners, such as letters of intent/commitment, memoranda of understanding, and/or contracts have been provided.	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 evidence of support from intended community partners, such as letters of intent/commitment, memoranda of understanding, and/or contracts have been provided.	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.	
Overall	Overall, the applicant has <b>not</b> demonstrated an understanding of genuine, culturally inclusive family and community engagement.	Overall, the applicant has demonstrated a limited understanding of culturally inclusive family and community engagement.	Overall, the applicant has demonstrated an understanding of genuine, culturally inclusive family and community engagement.	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.	

## Section 13: Educational Program Capacity

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
Leadership Team Capacity	<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</i> of 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"> <li>▪ School leadership, administration, and governance;</li> <li>▪ Curriculum, instruction, and assessment;</li> <li>▪ Performance management;</li> <li>▪ Cultural competence/inclusiveness;</li> <li>▪ Family and community engagement;</li> <li>▪ Special populations.</li> </ul>	<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 provided limited or insufficient detail on some or all of the following descriptions 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"> <li>▪ School leadership, administration, and governance;</li> <li>▪ Curriculum, instruction, and assessment;</li> <li>▪ Performance management;</li> <li>▪ Cultural competence/inclusiveness;</li> <li>▪ Family and community engagement;</li> <li>▪ Special populations.</li> </ul>	<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"> <li>▪ School leadership, administration, and governance;</li> <li>▪ Curriculum, instruction, and assessment;</li> <li>▪ Performance management;</li> <li>▪ Cultural competence/inclusiveness;</li> <li>▪ Family and community engagement;</li> <li>▪ Special populations.</li> </ul>	<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 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"> <li>▪ School leadership, administration, and governance;</li> <li>▪ Curriculum, instruction, and assessment;</li> <li>▪ Performance management;</li> <li>▪ Cultural competence/inclusiveness;</li> <li>▪ Family and community engagement;</li> <li>▪ Special populations.</li> </ul>	
Community Relationship	<p>There is little or no description of the applicant's ties to and/or knowledge of the target community.</p>	<p>There is a limited description of the applicant's ties to and/or knowledge of the target community.</p>	<p>There is a specific description of the applicant's ties to and/or knowledge of the target community.</p>	<p>There is a convincing and compelling description of the applicant's ties to and/or knowledge of the target community.</p>	
Partnerships	<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>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>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>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>	

## Section 13: Educational Program Capacity

Topic	Ranking				N/A
	Does Not Meet	Partially Meets	Meets	Exceeds	
School Leader Capacity	<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 (<b>Attachment 10</b>), 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 (<b>Attachment 10</b>), and/or a plan for recruiting and hiring strong and compatible leader.</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 (<b>Attachment 10</b>), 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 (<b>Attachment 10</b>), and a limited and non-specific plan for recruiting and hiring strong and compatible leader.</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 (<b>Attachment 10</b>), 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 (<b>Attachment 10</b>), and a plan for recruiting and hiring strong and compatible leader.</p>	<p>The applicant has thoroughly 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 (<b>Attachment 10</b>), 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 (<b>Attachment 10</b>), and a realistic and ambitious plan for recruiting and hiring strong and compatible leader.</p>	

## Section 13: Educational Program Capacity

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
Leadership and Management Team	<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 (<b>Attachment 11</b>).</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>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 (<b>Attachment 11</b>).</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>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 (<b>Attachment 11</b>).</p> <p>There is a detailed description of who is currently working, or 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>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 (<b>Attachment 11</b>) and demonstrate a strong educational program understanding and capacity.</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>	
Overall				Overall, the applicant has provided solid evidence of its educational program capacity and has a strong potential to successfully implement the proposed program.	

# CATEGORY 4: OPERATIONS PLAN AND CAPACITY

Section 14: Legal Status and Governing Documents					
Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
Legal Status	<p>The applicant has failed to describe the proposed school's legal status.</p> <p>The applicant has not submitted, as <b>Attachment 12</b>:</p> <ul style="list-style-type: none"> <li>▪ Articles of Incorporation;</li> <li>▪ Proof of nonprofit status and federal tax exempt status (or copies of filings for the preceding items);</li> <li>▪ Completed and signed Statement of Assurances;</li> <li>▪ Bylaws; and</li> <li>▪ Other governing documents already adopted.</li> </ul>	<p>The applicant has partially described the proposed school's legal status.</p> <p>The applicant has partially submitted the required documentation as <b>Attachment 12</b>:</p> <ul style="list-style-type: none"> <li>▪ Articles of Incorporation;</li> <li>▪ Proof of nonprofit status and federal tax exempt status (or copies of filings for the preceding items);</li> <li>▪ Completed and signed Statement of Assurances;</li> <li>▪ Bylaws; and</li> <li>▪ Other governing documents already adopted.</li> </ul>	<p>The applicant has described the proposed school's legal status.</p> <p>The applicant has submitted, as <b>Attachment 12</b>:</p> <ul style="list-style-type: none"> <li>▪ Articles of Incorporation;</li> <li>▪ Proof of nonprofit status and federal tax exempt status (or copies of filings for the preceding items);</li> <li>▪ Completed and signed Statement of Assurances;</li> <li>▪ Bylaws; and</li> <li>▪ Other governing documents already adopted.</li> </ul>	<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 <b>Attachment 12</b>:</p> <ul style="list-style-type: none"> <li>▪ Articles of Incorporation;</li> <li>▪ Proof of nonprofit status and federal tax exempt status (or copies of filings for the preceding items);</li> <li>▪ Completed and signed Statement of Assurances;</li> <li>▪ Bylaws; and</li> <li>▪ Other governing documents already adopted.</li> </ul>	
Subsidiaries and Business Endeavors	<p>If applicable, the applicant has provided little or no description of any subsidiaries owned or affiliated with the nonprofit submitting this charter school application, and/or not described any other organizational/business endeavors that the nonprofit applicant submitting this application is involved in.</p>	<p>If applicable, the applicant has minimally described any subsidiaries owned or affiliated with the nonprofit submitting this charter school application, and/or insufficiently described any other organizational/business endeavors that the nonprofit applicant submitting this application is involved in.</p>	<p>If applicable, the applicant has described any subsidiaries owned or affiliated with the nonprofit submitting this charter school application, and described any other organizational/business endeavors that the nonprofit submitting this application is involved in.</p>	<p>If applicable, the applicant has clearly and comprehensively described any subsidiaries owned or affiliated with the nonprofit submitting this charter school application, and described any other organizational/business endeavors that the nonprofit submitting this application is involved in.</p>	

## Section 14: Legal Status and Governing Documents

Topic	Ranking				N/A
	Does Not Meet	Partially Meets	Meets	Exceeds	
5-10 Year Growth Plan	<i>If</i> the applicant does not already operate one or more schools, including charter management organizations (CMOs), as well as applicants proposing to contract with ESPs, there is little to no description of the organization’s five-to-ten year growth plan regarding the total number of charter schools it hopes to operate in Washington State, and/or little or no discussion of the organization’s capacity to successfully support and execute that plan, and/or business plans that provide little to no detail to support anticipated growth.	<i>If</i> the applicant does not already operate one or more schools, including charter management organizations (CMOs), as well as applicants proposing to contract with ESPs, there is a limited description of the organization’s five-to-ten year growth plan regarding the total number of charter schools it hopes to operate in Washington State, and/or limited or insufficient discussion of the organization’s capacity to successfully support and execute that plan, and/or business plans that lack sufficient detail to support anticipated growth.	<i>If</i> the applicant does not already operate one or more schools, including charter management organizations (CMOs), as well as applicants proposing to contract with ESPs, there is a description of the organization’s five-to-ten year growth plan regarding the total number of charter schools it hopes to operate in Washington State, including a discussion of the organization’s capacity to successfully support and execute that plan, including business plans to support anticipated growth.	<i>If</i> the applicant does not already operate one or more schools, including charter management organizations (CMOs), as well as applicants proposing to contract with ESPs, there is a description of the organization’s five-to-ten year growth plan regarding the total number of charter schools it hopes to operate in Washington State, including a discussion of the organization’s capacity to successfully support and execute that plan, including business plans to support anticipated growth.	

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## Section 15: Organization Structure and Partnerships

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
Organization Charts	<p>The applicant has failed to submit organizational charts as <b>Attachment 13</b>.</p> <p>Organization charts that show the school governance, management, and staffing plan and structure in:</p> <ul style="list-style-type: none"> <li>▪ The first year of school operations;</li> <li>▪ At the end of the charter term; and</li> <li>▪ When the school reaches full capacity, if in a year beyond the first charter term.</li> </ul> <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 partially submitted organizational charts as <b>Attachment 13</b>.</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"> <li>▪ The first year of school operations;</li> <li>▪ At the end of the charter term; and</li> <li>▪ When the school reaches full capacity, if in a year beyond the first charter term.</li> </ul> <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 submitted organizational charts as <b>Attachment 13</b>.</p> <p>Organization charts that show the school governance, management, and staffing plan and structure in:</p> <ul style="list-style-type: none"> <li>▪ The first year of school operations;</li> <li>▪ At the end of the charter term; and</li> <li>▪ When the school reaches full capacity, if in a year beyond the first charter term.</li> </ul> <p>The organization charts clearly 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 submitted organizational charts as <b>Attachment 13</b> 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"> <li>▪ The first year of school operations;</li> <li>▪ At the end of the charter term; and</li> <li>▪ When the school reaches full capacity, if in a year beyond the first charter term.</li> </ul> <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>	
Proposed Partnerships	<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/or not provided a copy of the proposed contract(s) (<b>Attachment 14</b>).</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 such as business services, payroll, auditing services, program management, and professional development, including the anticipated costs and criteria for selecting such services, and provided a copy of the proposed contract(s) (<b>Attachment 14</b>).</p>	<p>The applicant has described any other proposed partnerships or contractual relationships that will be central to the school's operations or mission such as business services, payroll, auditing services, program management, and professional development, including the anticipated costs and criteria for selecting such services, and provided a copy of the proposed contract(s) (<b>Attachment 14</b>).</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 such as business services, payroll, auditing services, program management, and professional development, including the anticipated costs and criteria for selecting such services, and provided a copy of the proposed contract(s) (<b>Attachment 14</b>).</p>	



## Section 16: Governing Board

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
Philosophy	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.	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.	The applicant has described the governance philosophy that will guide the board, inclusive of the nature and extent of involvement by key stakeholder groups.	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.	
Structure	<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"> <li>▪ The school will be an educational, financial and operational success;</li> <li>▪ The board will evaluate the success of the school and school leader;</li> <li>▪ There will be active and effective representation of key stakeholders, including parents; and</li> <li>▪ The school will be a culturally responsive education system.</li> </ul>	<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 insufficiently explained how the governance structure and composition will help ensure that:</p> <ul style="list-style-type: none"> <li>▪ The school will be an educational, financial and operational success;</li> <li>▪ The board will evaluate the success of the school and school leader;</li> <li>▪ There will be active and effective representation of key stakeholders, including parents; and</li> <li>▪ The school will be a culturally responsive education system.</li> </ul>	<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"> <li>▪ The school will be an educational, financial and operational success;</li> <li>▪ The board will evaluate the success of the school and school leader;</li> <li>▪ There will be active and effective representation of key stakeholders, including parents; and</li> <li>▪ The school will be a culturally responsive education system.</li> </ul>	<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"> <li>▪ The school will be an educational, financial and operational success;</li> <li>▪ The board will evaluate the success of the school and school leader;</li> <li>▪ There will be active and effective representation of key stakeholders, including parents; and</li> <li>▪ The school will be a culturally responsive education system.</li> </ul>	

## Section 16: Governing Board

Topic	Ranking				N/A
	Does Not Meet	Partially Meets	Meets	Exceeds	
Membership	<p>For each individual identified as a current and/or a proposed board member in Category 1 Section D (Board Member Roster), the applicant has failed to provide a summary of each member's interests in and qualifications for serving on the school's board.</p> <p>The applicant has failed to provide <b>(Attachment 15)</b> the following documents for each individual identified:</p> <ul style="list-style-type: none"> <li>▪ Completed and signed Board Member Disclosure Form;</li> <li>▪ Resume;</li> <li>▪ Board Chair signed Statement of Assurances.</li> </ul>	<p>For each individual identified as a current and/or a proposed board member in Category 1 Section D (Board Member Roster), the applicant has provided a limited summary of each member's interests in and qualifications for serving on the school's board.</p> <p>The applicant has partially provided <b>(Attachment 15)</b> the following documents for each individual identified:</p> <ul style="list-style-type: none"> <li>▪ Completed and signed Board Member Disclosure Form;</li> <li>▪ Resume;</li> <li>▪ Board Chair signed Statement of Assurances;</li> </ul>	<p>For each individual identified as a current and/or a proposed board member in Category 1 Section D (Board Member Roster), the applicant has summarized each member's interests in and qualifications for serving on the school's board.</p> <p>The applicant has provided <b>(Attachment 15)</b> the following documents for each individual identified:</p> <ul style="list-style-type: none"> <li>▪ Completed and signed Board Member Disclosure Form;</li> <li>▪ Resume;</li> <li>▪ Board Chair signed Statement of Assurances.</li> </ul>	<p>For each individual identified as a current and/or a proposed board member in Category 1 Section D (Board Member Roster), the applicant has comprehensively summarized each member's interests in and qualifications for serving on the school's board.</p> <p>The applicant has provided <b>(Attachment 15)</b> the following documents for each individual identified:</p> <ul style="list-style-type: none"> <li>▪ Completed and signed Board Member Disclosure Form;</li> <li>▪ Resume;</li> <li>▪ Board Chair signed Statement of Assurances.</li> </ul>	
Selection	<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 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 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 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>	

## Section 16: Governing Board

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
Capacity	<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"> <li>▪ A timetable;</li> <li>▪ Specific topics to be addressed;</li> <li>▪ Participation requirements;</li> <li>▪ Development of cultural competence.</li> </ul>	<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"> <li>▪ A timetable;</li> <li>▪ Specific topics to be addressed;</li> <li>▪ Participation requirements;</li> <li>▪ Development of cultural competence.</li> </ul>	<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"> <li>▪ A timetable;</li> <li>▪ Specific topics to be addressed;</li> <li>▪ Participation requirements;</li> <li>▪ Development of cultural competence.</li> </ul>	<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"> <li>▪ A timetable;</li> <li>▪ Specific topics to be addressed;</li> <li>▪ Participation requirements;</li> <li>▪ Development of cultural competence.</li> </ul>	
Transition to Formal Board	<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>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>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>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>	
Ethics	<p>The applicant has provided little or no description of the board's ethical standards and procedures for identifying and addressing conflicts of interest (<b>Attachment 16</b>):</p> <ul style="list-style-type: none"> <li>▪ Code of Ethics Policy;</li> <li>▪ Conflict of Interest Policy.</li> </ul>	<p>The description of the board's ethical standards and procedures for identifying and addressing conflicts of interest is lacking sufficient detail (<b>Attachment 16</b>):</p> <ul style="list-style-type: none"> <li>▪ Code of Ethics Policy;</li> <li>▪ Conflict of Interest Policy.</li> </ul>	<p>The applicant describes the board's ethical standards and procedures for identifying and addressing conflicts of interest (<b>Attachment 16</b>) and the proposed board:</p> <ul style="list-style-type: none"> <li>▪ Code of Ethics Policy;</li> <li>▪ Conflict of Interest Policy.</li> </ul>	<p>The applicant clearly outlines and describes the board's ethical standards and procedures for identifying and addressing conflicts of interest (<b>Attachment 16</b>) and the proposed board:</p> <ul style="list-style-type: none"> <li>▪ Code of Ethics Policy;</li> <li>▪ Conflict of Interest Policy.</li> </ul>	

## Section 16: Governing Board

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
Existing Relationships/Conflict	The applicant did not identify any existing relationships that could pose actual or perceived conflicts if the application is approved. The applicant provided little or no discussion of the steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts.	The applicant incompletely identified any existing relationships that could pose actual or perceived conflicts if the application is approved. The applicant partially described steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts.	The applicant identified any existing relationships that could pose actual or perceived conflicts if the application is approved. The applicant described specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts.	The applicant clearly and comprehensively identified any existing relationships that could pose actual or perceived conflicts if the application is approved. The applicant openly described specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts.	
Existing Nonprofits	<p>If this application is being submitted by an existing nonprofit 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"> <li>▪ Whether the existing nonprofit board governs the new school;</li> <li>▪ The extent to which the school will be a new nonprofit corporation governed by a separate board;</li> <li>▪ If the current nonprofit’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;</li> <li>▪ If a new board has been formed, describe what, if anything, its ongoing relationship to the existing nonprofit’s board will be and represented on the applicant’s organizational chart.</li> </ul>	<p>If this application is being submitted by an existing nonprofit 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"> <li>▪ Whether the existing nonprofit board governs the new school;</li> <li>▪ The extent to which the school will be a new nonprofit corporation governed by a separate board;</li> <li>▪ If the current nonprofit’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;</li> <li>▪ If a new board has been formed, describe what, if anything, its ongoing relationship to the existing nonprofit’s board will be and represented on the applicant’s organizational chart.</li> </ul>	<p>If this application is being submitted by an existing nonprofit organization whose core mission is NOT the operation of charter schools, the applicant has indicated the following:</p> <ul style="list-style-type: none"> <li>▪ Whether the existing nonprofit board governs the new school;</li> <li>▪ The extent to which the school will be a new nonprofit corporation governed by a separate board;</li> <li>▪ If the current nonprofit’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;</li> <li>▪ If a new board has been formed, describe what, if anything, its ongoing relationship to the existing nonprofit’s board will be and represented on the applicant’s organizational chart.</li> </ul>	<p>If this application is being submitted by an existing nonprofit 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"> <li>▪ Whether the existing nonprofit board governs the new school;</li> <li>▪ The extent to which the school will be a new nonprofit corporation governed by a separate board;</li> <li>▪ If the current nonprofit’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;</li> <li>▪ If a new board has been formed, describe what, if anything, its ongoing relationship to the existing nonprofit’s board will be and represented on the applicant’s organizational chart.</li> </ul>	
Overall	Overall, the applicant has demonstrated little or no understanding and capacity for board governance.	Overall, the applicant has demonstrated a minimal understanding and capacity for board governance.	Overall, the applicant has demonstrated an understanding and capacity for board governance.	Overall, the applicant has demonstrated a strong and thorough understanding and capacity for strong board governance.	

## Section 17: Advisory Bodies

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
Advisory Bodies	<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 described 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 thoroughly described 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>	

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## Section 18: Grievance /Complaint Process

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
Grievance/ Complaint Process	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.	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.	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.	The applicant has clearly and thoroughly 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.	



## Section 20: Education Service Providers (ESP) and Other Partnerships

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
Evidence of Prior Success	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:  Evidence of the nonprofit ESP's success in serving student populations that are similar to the anticipated student population, including demonstrated academic achievement, successful management of nonacademic school functions.	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:  Evidence of the nonprofit ESP's success in serving student populations that are similar to the anticipated student population, including demonstrated academic achievement, successful management of nonacademic school functions.	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:  Evidence of the nonprofit ESP's success in serving student populations that are similar to the anticipated student population, including demonstrated academic achievement, successful management of nonacademic school functions.	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:  Evidence of the nonprofit ESP's success in serving student populations that are similar to the anticipated population, including demonstrated academic achievement, successful management of nonacademic school functions.	
Term Sheet	The applicant has provided an incomplete term sheet that is missing some or all of the following: <b>(Attachment 18)</b>  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.	The applicant has provided a term sheet that includes most of the following: <b>(Attachment 18)</b>  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.	The applicant has provided a complete term sheet that includes: <b>(Attachment 18)</b>  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.	The applicant has provided a concise and detailed term sheet that includes: <b>(Attachment 18)</b>  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.	
Conflicts of Interest	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.	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.	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.	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.	



## Section 21: Staffing Plans, Hiring, Management, and Evaluation

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
Employer/ Employee Relationship	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.	There is a description of the relationship that will exist between the proposed charter school and its employees, though the description <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.	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.	Overall, the applicant has demonstrated a strong capacity for hiring, managing and evaluating staff. This is convincingly demonstrated by the clear, detailed and comprehensive descriptions of the following staffing components.  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.	
Compensation	The applicant has provided little or no information regarding the proposed school's salary ranges and employment benefits for all employees, or 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.	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.	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.	The applicant has provided highly competitive salary ranges and employment benefits for all employees, and strong incentives or reward structures that are part of the compensation system and the school's strategy for retaining high-performing teachers.	
Recruitment	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.	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.	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.	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 is comprehensive.	

## Section 21: Staffing Plans, Hiring, Management, and Evaluation

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
Hiring/ Termination	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.	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.	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.	The school's procedures for hiring and dismissing school personnel, including the process and timeline for conducting criminal background checks is detailed, comprehensive, and clear.	
Staffing Chart	The applicant has provided little or no information on the staffing chart ( <b>Attachment 19</b> ) for the school (Commission template) with little or no notes or roster to identify the following: <ul style="list-style-type: none"> <li>Year one positions, as well as positions to be added during the five (5) year charter contract;</li> <li>Administrative, instructional, and non-instructional personnel;</li> <li>The number of classroom teachers, paraprofessionals, and specialty teachers;</li> <li>Operational and support staff.</li> </ul>	The applicant has provided a limited and/or incomplete staffing chart ( <b>Attachment 19</b> ) for the school (Commission template) with insufficient notes and/or a roster to identify the following: <ul style="list-style-type: none"> <li>Year one positions, as well as positions to be added during the five (5) year charter contract;</li> <li>Administrative, instructional, and non-instructional personnel;</li> <li>The number of classroom teachers, paraprofessionals, and specialty teachers;</li> <li>Operational and support staff.</li> </ul>	The applicant has provided a completed staffing chart ( <b>Attachment 19</b> ) for the school (Commission template) with accompanying notes or roster to identify the following: <ul style="list-style-type: none"> <li>Year one positions, as well as positions to be added during the five (5) year charter contract;</li> <li>Administrative, instructional, and non-instructional personnel;</li> <li>The number of classroom teachers, paraprofessionals, and specialty teachers;</li> <li>Operational and support staff.</li> </ul>	The applicant has provided a comprehensive and complete staffing chart ( <b>Attachment 19</b> ) for the school (Commission template) with thorough notes or roster to identify the following: <ul style="list-style-type: none"> <li>Year one positions, as well as positions to be added during the five (5) year charter contract;</li> <li>Administrative, instructional, and non-instructional personnel;</li> <li>The number of classroom teachers, paraprofessionals, and specialty teachers;</li> <li>Operational and support staff.</li> </ul>	
Senior Administration and Staff Relationship	There is little or no description of how the relationship between the school's senior administrative team and the rest of the staff will be managed, and/or little or no description of the teacher-student ratio, as well as the ratio of total adults to students for the school.	There is a limited description of how the relationship between the school's senior administrative team and the rest of the staff will be managed, and/or insufficient detail on the teacher-student ratio, as well as the ratio of total adults to students for the school.	There is a description of how the relationship between the school's senior administrative team and the rest of the staff will be managed, including the teacher-student ratio, as well as the ratio of total adults to students for the school.	The applicant has provided a compelling description for how the relationship between the school's senior administrative team and the rest of the staff will be managed, including the teacher-student ratio, as well as the ratio of total adults to students for the school.	
School Leader Evaluation	There is little or no explanation for how the school leader will be evaluated each school year. Leadership evaluation tool(s) are not provided.	There is a partial and incomplete explanation of how the school leader will be evaluated each school year, and/or the evaluation tools are unclear.	There is an explanation of how the school leader will be evaluated each school year. Leadership evaluation tool(s) are provided in <b>Attachment 20</b> .	The applicant has provided a thorough description of how the school leader will be evaluated each school year. Appropriate leadership evaluation tool(s) are provided in <b>Attachment 20</b> .	

## Section 21: Staffing Plans, Hiring, Management, and Evaluation

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
Teacher Evaluation	There is little or no explanation of how teachers will be evaluated each school year in accordance with the state accountability plan. There is little or no description regarding teacher evaluation tool(s) ( <b>Attachment 21</b> ).	The explanation of how teachers will be 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 ( <b>Attachment 21</b> ).	There is an explanation of how teachers will be evaluated each school year in accordance with the state accountability plan. Existing teacher evaluation tool(s) are provided ( <b>Attachment 21</b> ) or the applicant has indicated that the school intends to follow the state teacher evaluation plan.	The applicant has comprehensively described how teachers will be evaluated each school year in accordance with the state accountability plan. Teacher evaluation tool(s) and plans are provided ( <b>Attachment 21</b> ).	
Overall				Overall the applicant has provided a convincing description of a strong and viable staffing structure that is aligned to the proposed educational program.	

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## Section 22: Professional Development

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
Responsible Parties	The person, position, or organization responsible for professional development has not been identified.	The person, position, or organization responsible for professional development has not been identified.	The person, position, or organization responsible for professional development has been identified.	The person, position, or organization responsible for professional development has been identified.	
Core Components	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; building staff capacity in the collection, analysis and use of performance data to improve student learning; and the extent to which professional development will be conducted internally or externally and will be individualized or uniform.	The applicant has provided a limited 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; building staff capacity in the collection, analysis and use of performance data to improve student learning; and the extent to which professional development will be conducted internally or externally and will be individualized or uniform.	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, building staff capacity in the collection, analysis and use of performance data to improve student learning; and the extent to which professional development will be conducted internally or externally and will be individualized or uniform.	There is a detailed and thorough 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; building staff capacity in the collection, analysis and use of performance data to improve student learning; and the extent to which professional development will be conducted internally or externally and will be individualized or uniform.	
Schedule	The applicant has provided little or no information regarding the schedule and description of any specific professional development that will take place <b>prior</b> 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	The schedule and description of the professional development that will take place <b>prior</b> to school opening includes a limited description of what will be addressed during this induction period and/or limited description of 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.	The applicant has provided a schedule and description of any specific professional development that will take place <b>prior</b> 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.	The applicant has provided a schedule and description of a comprehensive listing of specific professional development that will take place <b>prior</b> 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.	

## Section 22: Professional Development

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
Time Allotments	The applicant has provided little or no description of the expected number of days/hours for professional development throughout the school year and/or no professional development schedule (Attachment 22), 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.	The applicant has provided a very limited expected number of days/hours for professional development throughout the school year (Attachment 22), and/or not described 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.	The applicant has described the expected number of days/hours for professional development throughout the school year (Attachment 22), 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.	The applicant has described a plan with an abundant number of expected days/hours for professional development throughout the school year (Attachment 22), and 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.	
Overall				Overall, the applicant has demonstrated the provision of robust and achievable professional development for all teaching and non-teaching staff and leads to continued career growth and development.	

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## Section 23: Performance Framework

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
Academic and Organizational Goals	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.	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.	The applicant has provided, as <b>Attachment 23</b> , a completed mission-specific goals form with 1-3 of the school's mission-specific <b>academic and organizational</b> goals and targets. Goals are clearly stated in terms of the measures or assessments the school plans to use, are specific, measurable, action oriented, realistic, relevant, and time-bound.	The applicant has provided, as <b>Attachment 23</b> , a completed mission-specific goals form with 1-3 of the school's mission-specific <b>academic and organizational</b> goals and targets. All goals are clearly and completely stated in terms of the measures or assessments the school plans to use, are specific, measurable, action oriented, realistic, relevant, and time-bound.	
Interim Assessments	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, and/or the applicant did not address how the school will participate in all state required assessments.	The applicant has provided a limited description of 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 an insufficient 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. There is a limited description of how the school will participate in all state required assessments.	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. The applicant has addressed how the school will participate in all state required assessments.	The applicant has clearly and comprehensively 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 a sophisticated explanation of how these interim assessments align with the school's educational program, performance goals, and state standards. The applicant has addressed how the school will participate in all state required assessments.	
Student Growth and Proficiency	If applicable, the applicant provided little or no description of how the school proposes to provide summative norm-referenced or criterion-based assessment data which demonstrates student growth and proficiency, for students in grade levels not assessed by the state (i.e. preschool through grade 2).	If applicable, the applicant provided a limited description of how the school proposes to provide summative norm-referenced or criterion-based assessment data which demonstrates student growth and proficiency, for students in grade levels not assessed by the state (i.e. preschool through grade 2).	If applicable, the applicant addressed how the school proposes to provide summative norm-referenced or criterion-based assessment data which demonstrates student growth and proficiency, for students in grade levels not assessed by the state (i.e. preschool through grade 2).	If applicable, the applicant addressed how the school proposes to provide summative norm-referenced or criterion-based assessment data which demonstrates student growth and proficiency, for students in grade levels not assessed by the state (i.e. preschool through grade 2).	

## Section 23: Performance Framework

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
Academic Progress	There is little to no description of how the school will measure and evaluate school mission-specific 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 ( <b>Attachment 23</b> ).	The description of how the school will measure and evaluate school mission-specific 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 ( <b>Attachment 23</b> ).	There is a detailed description of how the school will measure and evaluate school mission-specific 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 ( <b>Attachment 23</b> ).	There is a compelling and convincing description of how the school will measure and evaluate school mission-specific 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 ( <b>Attachment 23</b> ).	
Data Analysis and Management	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.	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/or report the data to the school community, though it is vague, unclear and lacks sufficient detail.	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.	The applicant provided a clear and comprehensive 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.	
Responsible Parties	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.	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.	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.	The applicant identified an experienced and knowledgeable individual 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.	
Overall				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, and strong capacity for academic and organizational effectiveness and assessment literacy.	

## Section 24: Facilities

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
Requirements	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.	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.	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.	The applicant has provided a thorough and convincing description of the basic facilities requirements for accommodating the school as proposed, including the number of classrooms, square footage per classroom, common areas, overall square footage, and amenities.	
Specialty Classroom Needs	There is 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.	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.	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.).	The applicant has provided an explicit explanation of anticipated specialty classroom needs, including the number of each type and the number of students to be accommodated at one.	
Administrative Office Needs	There is little or no description of the anticipated administrative/support space needs.	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 it is limited in detail and unclear as to need.	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.	There is a thorough 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.	
Athletic Program Needs	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.	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.	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.	The explanation and description of the core athletic program: gymnasium, locker rooms, weight rooms, field(s) (football, soccer, multipurpose), baseball/softball field, etc., is clear and complete, and supports the Educational Program Terms.	
Other Needs	The applicant has not identified or addressed any other significant facilities needs not already specified.	The applicant has mentioned and not provided sufficient information regarding any other significant facilities needs not already specified.	The applicant has identified any other significant facilities needs not already specified, for example: ADA, playground, large common space, and other special considerations (identify and explain).	The identification of any other significant facilities needs not already specified demonstrated a strong understanding of program needs.	



## Section 24: Facilities

Topic	Ranking				N/A
	Does Not Meet	Partially Meets	Meets	Exceeds	
Steps Already Taken	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.	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.	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.	The 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. demonstrate the applicant's thorough understanding of the real estate market and tasks to be completed.	
MOU or Other Proof of Intent to Secure Facilities	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 the commitment, and supporting documents providing details about the facility have not been provided.	If applicable, there is a limited description of the facility including location, size, and amenities. The applicant has provided in <b>Attachment 24</b> proof of the commitment and supporting documents providing details about the facility.	If applicable, there is a description of the facility including location, size, and amenities. The applicant has provided in <b>Attachment 24</b> proof of the commitment and supporting documents providing details about the facility.	A description of the facility including location, size, and amenities has been provided in <b>Attachment 24</b> , along with proof of the commitment and demonstrable supporting documents providing details about the facility.	

## Section 25: Start-Up and Ongoing Operations

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
Start-Up Plan	The applicant has provided little or no information or a description of its start-up plan ( <b>Attachment 25</b> ) for the school.	The applicant has provided some or part of the start-up plan ( <b>Attachment 25</b> ) 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 ( <b>Attachment 25</b> ) for the school, specifying tasks, timelines, and responsible individual. Said plan is in alignment with the start-up budget.	The applicant has provided a clear, compelling, and detailed start-up plan ( <b>Attachment 25</b> ) for the school specifying tasks, timelines, and responsible individuals, and is in alignment with the start-up budget.	
Transportation Plan	The applicant has provided little or no information or a description of the school transportation plan.	The applicant has provided a limited description or insufficient detail for one, some, or all of 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.	The applicant has strong and demonstrated capacity for its school transportation plan.	
Safety and Security	The applicant has provided little or no information or a description of the Safety Plan and how that plan complies with all federal, state, county, and city health and safety laws.	The applicant has provided a limited description or insufficient detail for 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 applicant has strong and demonstrated capacity for its school safety and security plan.	
Food Service	The applicant has provided little or no information or a description of the plans for food service and other significant operational or ancillary services.	The applicant has provided a limited description or insufficient detail for 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 applicant has strong and demonstrated capacity for its plans for food service and other significant operational or ancillary services.	
Insurance Coverage	The applicant has provided little or no information or a description of the types of insurance coverage the school will secure as identified in the Sample Contract § 12.1 ( <b>Attachment 26</b> ).	The applicant has provided a limited description or insufficient detail of the types and levels of insurance coverage the school will secure ( <b>Attachment 26</b> ).	The applicant has provided a list of the types of insurance coverage the school will secure ( <b>Attachment 26</b> ) 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 ( <b>Attachment 26</b> ) the school will secure, and has demonstrated that they have exceeded 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]).	

## Section 25: Start-Up and Ongoing Operations

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
Overall	The applicant has demonstrated little to no understanding of the start-up procedures for a school.	Overall, the applicant has demonstrated with some evidence an understanding of start-up procedures and has demonstrated limited capacity to implement successfully.	Overall, the applicant has demonstrated with evidence a clear understanding of start-up procedures and has demonstrated the capacity to implement successfully.	Overall, the applicant has convincingly demonstrated with strong evidence a clear understanding of start-up procedures and has demonstrated capacity to implement successfully.	

## Section 26: Operations Capacity

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
Applicant Team Capacity	<p>There is little or no description of the team’s individual and collective qualifications for implementing the Operations Plan successfully, and/or little to no capacity in:</p> <ul style="list-style-type: none"> <li>▪ Staffing</li> <li>▪ Professional development</li> <li>▪ Performance management</li> <li>▪ General operations</li> <li>▪ Facilities management</li> </ul>	<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"> <li>▪ Staffing</li> <li>▪ Professional development</li> <li>▪ Performance management</li> <li>▪ General operations</li> <li>▪ Facilities management</li> </ul>	<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"> <li>▪ Staffing</li> <li>▪ Professional development</li> <li>▪ Performance management</li> <li>▪ General operations</li> <li>▪ Facilities management</li> </ul>	<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"> <li>▪ Staffing</li> <li>▪ Professional development</li> <li>▪ Performance management</li> <li>▪ General operations</li> <li>▪ Facilities management</li> </ul>	
Facility Acquisition and Management Capacity	<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 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 description of the organization’s capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable.</p>	<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>	
Overall	<p>Overall, there is little to no capacity or understanding of the requirements for strong organizational effectiveness.</p>			<p>Overall, the applicant has demonstrated with evidence strong capacity in operations and organizational effectiveness leading to a high potential for success.</p>	

# CATEGORY 5: FINANCIAL PLAN AND CAPACITY

Section 27: Financial Plan					
Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
Systems, Policies, and Processes	There is little or no description of 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.	There is a limited or insufficient description of 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.	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.	The applicant has provided a detailed and comprehensive 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 which demonstrates a sound financial structure.	
Roles and Responsibilities	There is little or no description of the roles and responsibilities of the school's administration and governing board for school finances.	There is a limited or insufficient description of the roles and responsibilities of the school's administration and governing board for school finances and the distinction between each.	There is a description of the roles and responsibilities of the school's administration and governing board for school finances which distinguishes between each.	The applicant has provided a detailed and comprehensive description of the roles and responsibilities of the school's administration and governing board for school finances which clearly distinguishes between each.	
Audit Plans	There is little or no description of the plans and procedures for conducting an annual independent and state audit of the financial and administrative operations of the school, and/or little or no description of 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.	There is a limited or insufficient description of the plans and procedures for conducting an annual independent and state audit of the financial and administrative operations of the school, and/or insufficient details in the plans and procedures for conducting an annual independent and state audit of the financial and administrative operations of the school.	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.  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.	The applicant has provided a detailed and comprehensive description of the plans and procedures for conducting an annual independent and state audit of the financial and administrative operations of the school, and 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.	
Financial Plan Workbook	The applicant did not provide a completed Financial Plan Workbook ( <b>Attachment 27</b> ).	There is a Financial Plan Workbook ( <b>Attachment 27</b> ), though it is vague and missing information.	There is a completed Financial Plan Workbook ( <b>Attachment 27</b> ), which uses the per-pupil revenue guidance provided by the Commission.	There is a fully completed Financial Plan Workbook ( <b>Attachment 27</b> ), which uses the per-pupil revenue guidance provided by the Commission and demonstrates a sophisticated understanding of the school's finances.	

## Section 27: Financial Plan

Topic	Ranking				N/A
	Does Not Meet	Partially Meets	Meets	Exceeds	
Budget Narrative	<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"> <li>Anticipated funding sources</li> <li>The school's contingency plan to meet financial needs</li> <li>Year one cash flow contingency.</li> </ul>	<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"> <li>Anticipated funding sources</li> <li>The school's contingency plan</li> <li>Year one cash flow contingency.</li> </ul>	<p>The applicant has provided a detailed budget narrative (<b>Attachment 28</b>) 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"> <li>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 (including philanthropic) on which the school's core operation depends. (<b>Attachment 29</b>)</li> <li>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.</li> <li>There is a detailed description of year one cash flow contingency, in the event that revenue projections are not met in advance of opening.</li> </ul>	<p>The applicant has provided a detailed and comprehensive line item budget narrative (<b>Attachment 28</b>) 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"> <li>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 (including philanthropic) on which the school's core operation depends. (<b>Attachment 29</b>)</li> <li>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.</li> <li>There is a detailed description of year one cash flow contingency, in the event that revenue projections are not met in advance of opening.</li> </ul>	
Fund Raising Plan	<p>Applicant has provided a fundraising plan (<b>Attachment 30</b>) with little to no demonstrable evidence of viability.</p>	<p>Applicant has provided a fundraising plan (<b>Attachment 30</b>), though it is limited in description and viability.</p>	<p>Applicant has provided a viable fundraising plan (<b>Attachment 30</b>).</p>	<p>Applicant has provided a comprehensive, viable, long term fundraising plan (<b>Attachment 30</b>).</p>	

## Section 27: Financial Plan

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
Overall				<p>Overall, the applicant financial plan indicates strong financial capacity.</p> <p>Overall, the applicant clearly demonstrates a thorough understanding of the financial requirements and a strong capacity for financial viability.</p>	



## Section 28: Financial Management Capacity

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
Applicant Team Capacity	<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"> <li>▪ Financial management;</li> <li>▪ Fundraising and development;</li> <li>▪ Accounting and internal controls.</li> </ul>	<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"> <li>▪ Financial management;</li> <li>▪ Fundraising and development;</li> <li>▪ Accounting and internal controls.</li> </ul>	<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"> <li>▪ Financial management;</li> <li>▪ Fundraising and development; and</li> <li>▪ Accounting and internal controls.</li> </ul>	<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"> <li>▪ Financial management;</li> <li>▪ Fundraising and development;</li> <li>▪ Accounting and internal controls.</li> </ul>	
Internal Financial Statements	<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 (<b>Attachment 31</b>).</p>	<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 (<b>Attachment 31</b>).</p>	<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 (<b>Attachment 31</b>).</p>	<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 (<b>Attachment 31</b>).</p>	
Audits	<p>For the organization as a whole and any related business entities, the applicant provided little or no documentation for the last three years of independent financial audit reports and/or management letters (<b>Attachment 32</b>).</p>	<p>For the organization as a whole and any related business entities, the applicant provided documents with insufficient detail for the last three years of independent financial audit reports and/or management letters (<b>Attachment 32</b>).</p>	<p>For the organization as a whole and any related business entities, the applicant provided the last three years of independent financial audit reports and management letters (<b>Attachment 32</b>).</p>	<p>For the organization as a whole and any related business entities, the applicant provided the last three years of independent financial audit reports and management letters with no findings (<b>Attachment 32</b>).</p>	
Overall	<p>Overall, the applicant does not demonstrate sound financial management processes and/or capacity and/or the potential for financial viability.</p>	<p>Overall, the applicant demonstrates some financial management processes and capacity and has some potential for financial viability.</p>	<p>Overall, the applicant clearly demonstrates financial management and capacity and has potential for financial viability.</p>	<p>Overall, the applicant clearly demonstrates strong financial management processes and convincing capacity and has a high potential for financial viability.</p>	



# EXISTING OPERATORS

Section 29: Existing Operators					
Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
Growth Plans and Capacity	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.	
Portfolio Summary	The applicant has not completed or provided all requested information for each of the organization’s schools ( <b>Attachment 33</b> ).	The applicant has completed <i>some</i> of requested information for each of the organization’s schools via the Portfolio Summary Template ( <b>Attachment 33</b> ).	The applicant has completed all requested information for each of the organization’s schools via the Portfolio Summary Template ( <b>Attachment 33</b> ).	The applicant has completed all requested information for each of the organization’s schools via the Portfolio Summary Template ( <b>Attachment 33</b> ).	
Authorized School Status Report	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 2017 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 2017 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 2017 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 2017 school year and beyond.	
Closed and/or Non-Renewed School(s) Disclosure	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				Overall, the applicant clearly demonstrates strong existing or planned operations capacity and has a high potential for organizational effectiveness.	

## Section 30: Federal Charter School Program Grant Application (Sub-Grant)

Topic	Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
CSP sub-grant Goals and Objectives	There is little to no description of the applicant’s goals and objectives for the federal CSP sub-grant ( <b>Attachment 34</b> ).	The applicant provided goals and/or objectives, though they are not specific, targeted, measurable, time-bound or realistic, or very limited in detail ( <b>Attachment 34</b> ).	The CSP planning sub-grant goals and objectives are specific, targeted, measurable, time-bound or realistic, or very limited in detail ( <b>Attachment 34</b> ).	The CSP planning sub-grant goals and objectives are specific, targeted, measurable, time-bound or realistic, or very limited in detail. They are demonstrative of a strong planning year and likelihood for continued capacity for growth ( <b>Attachment 34</b> ).	
CSP sub-grant Budget and Narrative	The applicant has provided an incomplete budget and/or little to no information on the CSP sub-grant budget narrative.	The applicant has provided a budget and some budget narrative, though it is not specific, line item detailed and/or very limited in detail.	The applicant has provided a complete CSP sub-grant budget and budget narrative ( <b>Attachment 35</b> ).	The applicant has provided a complete and balanced CSP sub-grant budget and a comprehensive budget narrative ( <b>Attachment 35</b> ).	
Overall				Overall, the applicant clearly demonstrates strong plan with SMART goals and objectives, a detailed budget and budget narrative, and has a strong potential for an effective planning year.	

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