

NEW CHARTER SCHOOL APPLICATION EVALUATION RUBRIC

For Schools Opening in the 2021-2022 School Year

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Washington State Charter School Commission

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ABOUT THIS DOUCMENT

Introduction

The New Charter School Application Evaluation 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 throughout the entire application evaluation process.

Criteria and indicators of quality are provided for each section of the application. A proposal that sufficiently addresses the prompts in section will receive a rating of either a "Meets" or "Exceeds" for that section. It should be noted that a section rating of "Exceeds" signifies that the response is exemplary and exceeds the expectations of reviewers.

A rating of "Partially Meets" on a section indicates that the response only partially meets the expectation, and rating of "Does Not Meet" signifies that the response does not meet the expectation.

Certain items are rated as a "YES" or "NO". A "YES" signifies that the applicant has met the criteria; a "NO" means the applicant does not meet or partially meets the criteria.

The application evaluators must objectively review the ratings 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 prioritize 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.

Rating Characteristics

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

Exceeds

Clear and complete responses to all prompts. Consistently detailed, comprehensive explanations provided, including specific evidence that shows robust preparation. Presents a clear, explicit picture of how the school expects to operate. When applicable, responses connect cohesively to other sections of the program. When applicable, the information/evidence demonstrates a high degree of capacity to implement the proposed program.

Meets

Clear and complete responses to all prompts. Sufficient explanations provided, including
evidence that shows preparation. Presents a clear picture of how the school expects to operate.
When applicable, responses connect to other sections of the program. When applicable, the
information/evidence provided demonstrates capacity to implement the proposed program.

Partially Meets

Clear and complete response to some but not all prompts. The response provides partial explanations and lacks meaningful detail or requires additional information in one or more key areas. When applicable, responses provide limited connections to other sections. When applicable, the information/evidence provided demonstrates some/limited capacity to implement the proposed program.

Does Not Meet

Unclear and/or incomplete responses to most prompts. The response provides insufficient
details to most prompts. Reponses lack connections to related sections. Responses demonstrate
lack of preparation and/or raises substantial concerns about the applicant's understanding of, or
ability to, implement an effective plan.

CATEGORY 1: EDUCATIONAL PLAN AND CAPACITY

Topic	Ranking						
Торіс	Does Not Meet	Partially Meets	Meets	Exceeds	N/A		
Section 1.1: Educational	The applicant provides little or no	The applicant partially outlines the	The applicant outlines a clear description	The applicant demonstrates a clear,			
Need, Anticipated	evidence of the school's educational	anticipated student population, though	of the proposed student population and	comprehensive understanding of the			
Student Population,	need and/or anticipated student	it is unclear and lacks meaningful details	the educational needs of the anticipated	anticipated student population and			
and Challenges	population, and/or a description of how	about the educational need and/or	student population and non-academic	capacity to implement the proposed			
	the school will increase opportunities for	anticipated student population and/or a	challenges the school is likely to	school plan in its description of the			
	at-risk students, and/or how the	description of how the school will	encounter, the rationale for the number	proposed student population and the			
	applicant team has assessed need for	increase opportunities for at-risk	of students and grade levels served in	educational needs of the anticipated			
	the school. The applicant does not	students and/or how the applicant team	year one of the attendance projection	student population and non-academic			
	identify any enrollment priorities the	has assessed need for the school. The	and the basis for the growth plan in the	challenges the school is likely to			
	school intends to employ (based off of	applicant partially identifies any	enrollment attendance projection.	encounter, the rationale for the number			
	the data for the geographic location).	enrollment priorities the school intends	There is a description of how the school	of students and grade levels served in			
	The applicant does not describe non-	to employ (based off of the data for the	will increase opportunities for at-risk (as	year one of the attendance projection.			
	academic challenges.	geographic location). The applicant	defined in RCW 28A.710.010) students	There is a detailed description of how			
		partially describes non-academic	and how the applicant team has	the school will increase opportunities for			
		challenges.	assessed need for the school and the	at-risk students and how the applicant			
			basis for the growth plan in the	team has assessed need for the school			
			enrollment attendance projection. The	and the basis for the growth plan in the			
			applicant clearly identifies any	enrollment attendance projection. The			
			enrollment priorities the school intends	applicant clearly and specifically			
			to employ (based off of the data for the	identifies any enrollment priorities the			
			geographic location), and is consistent	school intends to employ (based off of			
			with applicable restrictions on	the data for the geographic location),			
			enrollment eligibility and selection. The	and are consistent with applicable			
			applicant clearly describes non-academic	restrictions on enrollment eligibility and			
			challenges.	selection. The applicant clearly describes			
				non-academic challenges, in detail.			

	Ranking					
Topic	Does Not Meet	Partially Meets	Meets	Exceeds	N/A	
Section 1.2: Geographic Location	The applicant provides little to no description of the geographic location of the school, and/or the rationale for selecting the school location, and student body. The rationale does not connect to the educational program, anticipated student population, and/or non-academic challenges.	The applicant provides a description of the geographic location of the school, the rationale for selecting the school location and student body. The rationale partially connects to the educational program, anticipated student population, and/or non-academic challenges.	The applicant describes a clear picture of the geographic location of the school, the rationale (including data) for selecting the school location, and student body. The rationale connects to the educational program, anticipated student population, and/or non-academic challenges.	The applicant provides specific evidence (eg. census data, achievement data, etc) to clearly support the geographic location of the school, the rationale for selecting the school location, and student body. The rationale cohesively connects to the educational program, anticipated student population, and/or non-academic challenges.		
Section 1.3: Plan, Mission, Vision, and Goals	The applicant provides mission and vision statements that little or no description of the students and community to be served, school goals, what success will look like, and/or no alignment with Washington charter law and the Commission's stated priorities. School plan, mission, and vision are not	The applicant provides a school plan that lacks clarity. The mission and vision statements have a limited description of the students and community to be served, school goals, what success will look like, and/or insufficiently aligns with Washington charter law and the Commission's stated priorities. School	The applicant provides a clear school plan. The mission and vision statements together include a description of the students and community to be served, s, measurable school goals, what success will look like, and are in alignment with Washington charter law and the Commission's stated priorities. School	The applicant provides a clear school plan. The mission and vision statements together include a description of the students and community to be served, s, measurable school goals, what success will look like, and are in alignment with Washington charter law and the Commission's stated priorities. School		
Section 1.4: Request for Additional Planning Year	responded to Sections 1.1 and 1.2. YES or NO: Is the applicant planning to open their schools rationale provided?	plan, mission, and vision have limited connections to Sections 1.1 and 1.2.	plan, mission, and vision connect to Sections 1.1 and 1.2.	plan, mission, and vision connect cohesively to Sections 1.1 and 1.2		

Tonic			Ranking		
Topic	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
Section 2.1: Assessment of Demand	The applicant provides little or no evidence that the school has assessed family and community demand for the proposed school and/or there is little to no evidence that there is adequate and diverse support for the school. The tools or methods used to assess demand are unreliable. There is little to no discussion of how families have demonstrated their intent to enroll in the proposed school if authorized.	The applicant demonstrates some assessment of family and community demand for the proposed school or there is limited evidence indicating that there is adequate and diverse support for the school. The tools or methods used to assess demand are reliable, but insufficient. There is limited discussion of how families have demonstrated their intent to enroll in the proposed school if authorized.	The applicant demonstrates that the school has assessed family and community demand for the proposed school and there is evidence of adequate and diverse support for the school. The tools or methods to assess demand are reliable and sufficient. There is a discussion of how families have demonstrated their intent to enroll in the proposed school and evidence of this intent.	The applicant demonstrates that the school has assessed family and community demand for the proposed school and there is significant evidence of adequate and diverse support for the school. The tools or methods used to assess demand are reliable and verifiable. There is a discussion of how families have demonstrated their intent to enroll in the proposed school and significant evidence of this intent.	

Tonic	Ranking					
Topic	Does Not Meet	Partially Meets	Meets	Exceeds	N/A	
Section 2.2-2.5: Family and Community Engagement	The applicant provides little or no description and/or evidence of the specific role to date of the families and community members involved in developing the proposed school. There is little to no description of how the school will engage families and community members from the time that the school is approved through opening. The applicant includes little or no description of how the school will engage families in the life of the school. There are little or no plans for building family-school partnerships and/or a description of any commitments or volunteer activities the school will seek from or offer to families. There is no description of the community resources that will be available to students and families.	The applicant describes, but provides limited evidence of the role to date of the families and community members involved in developing the proposed school. The 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. The applicant includes a description of how the school will engage families in the life of the school, though it is limited. The plan for building family-school partnerships and/or the description of any commitments or volunteer activities the school will seek from or offer to families has limited evidence of activities and/or plans for involvement. There is a partial description of the community resources that will be available to students and families.	The applicant describes and provides evidence of the specific role to date of the families and community members involved in developing the proposed school. There is a description of ways that the program or school has been modified or enhanced to meet specific requests from families and/or the community (if applicable). The description of how the school will engage families and community members from the time that the school is approved through opening has effective outreach strategies, and the nature of family and community engagement is clear. The applicant includes a clear description of how the school will engage families in the life of the school and how this plan will be inclusive. There is a sufficient plan for building family-school partnerships and a description of any commitments or volunteer activities the school will seek from or offer to families. There is a clear description of the community resources that will be available to students and families.	The applicant describes in detail and provides significant evidence of the specific role to date of the families and community members involved in developing the proposed school. There evidence of ways that the program or school has been modified or enhanced to meet specific requests from families and/or the community (if applicable). The description of how the school will engage families and community members from the time that the school is approved through opening has extensive effective outreach strategies, and the nature of family and community engagement is clear and comprehensive. The applicant includes a clear, detailed description of how the school will engage families in the life of the school. The plan for building family-school partnerships is strong and aligned with the detailed description of any commitments or volunteer activities the school will seek from or offer to families. There is a clear and detailed description of the community resources that will be available to students and families.		
Section 2 (Overall): Cultural Inclusion	There is insufficient evidence demonstrating that family community outreach efforts are inclusive and/or it is unclear how the family engagement plan will be inclusive	There is limited evidence demonstrating that family and community outreach efforts are inclusive and/or the family engagement plan lacks details about how it will be inclusive.	Some evidence demonstrates that family and community outreach efforts are inclusive. There is a clear picture of how the family engagement plan will be inclusive.	Detailed evidence demonstrates that family and community outreach efforts are inclusive. There is a clear, detailed picture of how the family engagement plan will be inclusive.		

Section 2: Fam	Section 2: Family and Community Engagement							
Topic	Ranking							
Торіс	Does Not Meet	Partially Meets	Meets	Exceeds	N/A			
Section 2 (Attachment	The applicant provides little to no	The applicant provides limited evidence	The applicant provides substantial	The applicant provides substantial				
3): Evidence of Support	evidence of family or community	of family or community demand/support	evidence of family or community	evidence of family or community				
and Demand	demand/support for the proposed	for the proposed school.	demand/support for the proposed	demand/support for the proposed				
	school.		school, including some evidence of	school, including significant evidence of				
			families' intent to enroll.	families' intent to enroll.				

Section 3: School Culture and Climate								
Tonic		Ranking						
Topic	Does Not Meet	Partially Meets	Meets	Exceeds	N/A			
Section 3.1: School	The applicant includes little or no	The applicant includes a description of	The applicant includes a clear description	The applicant includes a clear and				
Culture and Climate	description of the culture of the	the culture of the proposed school that	of the culture of the proposed school,	detailed description of the culture of the				
	proposed school or an explanation of	lacks sufficient detail as to how it will	explaining how it will promote student	proposed school, explaining how it will				
	how it will promote student agency, and	promote student agency and increase	agency and increase educational equity	promote and sustain student agency and				
	increase educational equity or how it will	educational equity or how it will	and how it will promote a positive	increase educational equity or how it will				
	promote a positive academic	promote a positive academic	academic environment and reinforce	promote a positive academic				
	environment and reinforce intellectual	environment and reinforce intellectual	intellectual and social development for	environment and reinforce intellectual				
	and social development for students.	and social development for students.	students.	and social development for students.				
Section 3.2-3.4:	The applicant includes little or no	The applicant includes a limited	The applicant includes a clear description	The applicant includes a clear and				
Establishing and	description of how the school will	explanation of how the school will	for how the school will include students	detailed description for how the school				
Maintaining Culture	include students in the creation and	include students in the creation and	in the creation and ongoing	will include students in the creation and				
	ongoing development of the school's	ongoing development of the school's	development of the school's culture, will	ongoing development of the school's				
	culture, establish and maintain the	culture, establish and maintain the	establish and maintain the school culture	culture, will establish and maintain the				
	school culture for students, teachers,	school culture for students, teachers,	for students, teachers, administrators,	school culture for students, teachers,				
	administrators, and parents/guardians	administrators, and/or	and parents/guardians starting from the	administrators, and parents/guardians				
	starting from the first day of school,	parents/guardians starting from the first	first day of school, including a plan for	starting from the first day of school,				
	and/or there is little or no description of	day of school, including a plan for	enculturating students who enter the	including a plan for enculturating				
	a plan for enculturating students who	enculturating students who enter the	school mid-year. Demonstrates an	students who enter the school mid-year.				
	enter the school mid-year.	school mid-year. Demonstrates a limited	understanding of how to create and	Demonstrates a sophisticated				
		or incomplete understanding of how to	implement a positive school culture.	understanding of how to create and				
		create and implement a positive school		implement a positive school culture that				
		culture.		is supported by research or specific				
				evidence.				
Section 3 (Overall):	The applicant includes no explanation for	The applicant includes a limited	The applicant includes a clear	The applicant includes a clear, detailed				
Inclusion	how the school culture will be inclusive,	explanation for how the school culture	explanation for how the school culture	explanation for how the school culture				
	take account of and serve all students,	will be inclusive, take account of and	will be inclusive, take account of and	will be inclusive, take account of and				
	including students receiving special	serve all students, including students	serve all students, including students	serve all students, including students				
	education services, English Language	receiving special education services,	receiving special education services,	receiving special education services,				
	Learners (ELLs) and/or any student at	English Language Learners (ELLs) and/or	English Language Learners (ELLs) and any	English Language Learners (ELLs) and any				
	risk of academic failure.	any student at risk of academic failure.	student at risk of academic failure.	student at risk of academic failure				
				clearly. Demonstrates the applicant's				
				complete understanding and capacity to				
				ensure cultural inclusiveness for all				
				students.				
Section 3.5-3.6: Typical	YES or NO:							
School Day	Did the applicant provide a description of a	typical day from the perspective of a studer	it and a teacher in a grade that will be served	in the school's first year of operation?				

Section 3: School Culture and Climate					
Tonic			Ranking		
Topic	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
Section 3.7: Student	The applicant includes an insufficient	The applicant includes a partial	The applicant includes a clear description	The applicant includes a clear, detailed	
Disengagement	description of the systems and structures	description of the systems and structures	of the systems and structures to identify	description of the systems and structures	
	to identify students who are disengaged	to identify students who are disengaged	students who are disengaged at school	to identify students who are disengaged	
	at school or at risk of dropping out	at school or at risk of dropping out	or at risk of dropping out and	at school or at risk of dropping out and	
	and/or insufficient explanation for how	and/or there is a partial explanation for	explanation for how the school's culture	the explanation for how the school's	
	the school's culture will support those	how the school's culture will support	will support those students.	culture will support those students	
	students.	those students.		includes evidence supported by research	
				or experience.	

Section 4: Stud	Section 4: Student Recruitment and Enrollment					
Touis	Ranking					
Topic	Does Not Meet	Partially Meets	Meets	Exceeds	N/A	
Section 4.1-4.2:	The applicant includes little or no	The applicant includes a limited and	The applicant includes a sufficient	The applicant includes a clear and		
Marketing and Student	description of the student marketing and	incomplete description of the marketing	description of the student marketing and	thorough description of the student		
Recruitment	recruitment plan and/or how it will	and recruitment plan and/or how it will	recruitment plan and how it will provide	marketing and recruitment plan ahead of		
	provide equal access to all interested	provide equal access to all interested	equal access to all interested students	the school's opening and throughout the		
	students and families and/or the	students and families, and/or the	and families. The applicant describes the	charter contract and how it will provide		
	applicant minimally or not describes the	applicant minimally describes the	school's plan for outreach to at-risk	equal access to all interested students		
	school's plan for outreach to at-risk	school's plan for outreach to at-risk	students with a clear picture.	and families. The applicant specifically		
	students.	students.		and completely describes the school's		
				plan for outreach to at-risk students.		
Section 4.3: Enrollment	YES or NO:					
Policy & Plan	Does the applicant's enrollment policy include:					
	A general timeline and plan for student recruitment/engagement;					
	Tentative dates for application period and enrollment deadlines and procedures, including an explanation of how the school will receive and process Intent to Enroll					
	forms;					
	 The lottery procedures that will 	be used should student interest exceed capa	acity. These lottery procedures shall be public	cly noticed and open to the public;		
	however, the school must grant	enrollment preference to siblings of already	enrolled students, with any remaining enroll	ments allocated through the lottery;		
	If applicable, how the school wi	ll offer a weighted enrollment preference for	at-risk students or children of full-time empl	oyees of the school; and		
	 Policies and procedures for stud 	dent waiting lists, withdrawals, reenrollment,	and transfers?			
Section 4 (Overall):	The applicant includes insufficient	The applicant includes partial evidence	The applicant includes clear evidence of	The applicant includes clear and detailed		
Cultural Inclusion	evidence of how marketing, student	of how marketing, student recruitment,	how marketing, student recruitment,	evidence of how marketing, student		
	recruitment, and/or enrollment policies	and/or enrollment policies are culturally	and enrollment policies are culturally	recruitment, and enrollment policies are		
	are culturally inclusive.	inclusive.	inclusive.	culturally inclusive.		

Tonic	Ranking					
Topic	Does Not Meet	Partially Meets	Meets	Exceeds	N/A	
Section 5: Educational Program Terms	The applicant does not describe a program of basic education that meets the goals in RCW 28A.150.210. The applicant provides little or no information regarding the essential design elements of the school model, and/or the applicant does not provide at least three measurable Educational Program Terms and/or based on its description, the applicant demonstrates little to no understanding of the research-based (or other) evidence that promises success for this program with the anticipated student population.	The applicant describes a program of basic education that meets the goals in RCW 28A.150.210, but lacks meaningful detail. The essential design elements of the school model and the Educational Program Terms (at least three) lack clarity and/or are not all measurable and/or the applicant demonstrates a limited understanding of the research-based (or other) evidence that promises success for this program with the anticipated student population.	The applicant describes a clear program of basic education that meets the goals in RCW 28A.150.210, including instruction in the essential academic learning requirements and participates in the statewide student assessment system. The applicant provides the essential design elements of the school model, and at least three (no more than five) specific and measurable Educational Program Terms; there is clear alignment to the mission and vision. The applicant provides evidence that the Educational Program or essential design elements of the program are based on proven methods and applicant provides 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 describes a clear, detailed, comprehensive program of basic education that meets the goals in RCW 28A.150.210, including instruction in the essential academic learning requirements and participates in the statewide student assessment system. The applicant clearly summarizes the essential design elements of the school model and provides at least three (no more than five) specific and measurable Educational Program Terms; alignment to the mission and vision is cohesive. The applicant provides strong evidence that the educational program or essential design elements of the program are based on proven methods and applicant provides 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.		
Section 5: Culturally Responsive Program, Educational Equity, and Student Agency	The applicant provides little to no mention of the instructional methods and assessment strategies and/or provides little to no description of the culturally responsive instructional aspects of the program and/or the applicant provides little to no mention of how the educational program will increase educational equity and/or student agency.	The applicant partially mentions the instructional methods and/or does not describe in sufficient detail the impact of the culturally responsive instructional aspects of the program on the proposed student population and/or the applicant minimally describes how the educational program will increase educational equity and/or student agency.	The applicant describes the culturally responsive instructional aspects of the educational program in clear terms. The applicant comprehensively describes ways in which the educational program will increase educational equity and student agency.	The applicant clearly describes the culturally responsive instructional aspects of the program and provides specific evidence and a comprehensive understanding of the impact of the culturally responsive aspects of the program on the targeted student population. The applicant provides specific evidence and a comprehensive understanding of how the educational program will increase educational equity and student agency.		

Topic			Ranking		
Торіс	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
Section 6.1: Basic	The applicant includes little or no	The applicant includes a description of	The applicant includes a description of	The applicant includes a description of	
Learning Environment	description of the basic learning	the basic learning environment that is	the basic learning environment that is	the basic learning environment that is	
	environment and/or reference to class	limited and/or only includes some of the	clear, includes class size and structure, is	clear, detailed and includes class size and	
	size and structure, and/or mission and	required information, and/or is not	aligned to the school's mission and	structure, is cohesively aligned to the	
	vision, or cultural responsiveness.	aligned to the school mission and vision.	vision, and describes evidence that the	school's mission and vision, and	
			learning environment is culturally	demonstrates a sophisticated	
			responsive, appropriate and effective for	understanding of cultural responsiveness	
			the anticipated students.	and will be appropriate and effective for	
				the anticipated students.	
Section 6.2: Curriculum	The applicant includes little or no	The applicant's description of the	The applicant includes an overview of	The applicant includes a description of	
Overview	description of school curricula that are	school's curricula partially or	the school's curricula which	the school's curricula which contains	
	aligned to applicable state standards,	insufficiently demonstrates alignment to	demonstrates alignment to applicable	abundant detail to demonstrate strong	
	and/or there is no description of the	applicable state standards and/or does	state standards with the appropriate	alignment to applicable state standards,	
	appropriate course outcomes and/or a	not demonstrate appropriate course	course outcomes. A sufficient sample of	appropriate course outcomes. A	
	scope and sequence (Attachment 5).	outcomes, and/or a scope and sequence	a scope and sequence for one subject in	complete and detailed sample of a scope	
		(Attachment 5).	one grade of each division (elementary,	and sequence for one subject in one	
			middle, and high) the school will serve is	grade of each division (elementary,	
			provided in Attachment 5.	middle, and high) the school will serve is	
				provided in Attachment 5.	

Topic	Ranking						
Торіс	Does Not Meet	Partially Meets	Meets	Exceeds	N/A		
ection 6.3: Curriculum	The applicant provides little to no	The applicant minimally addresses the	The applicant describes the curriculum,	The applicant clearly describes the			
evelopment	description of the curricular choices, textbook selection, and the rationale for each, and/or does not describe the evidence that these curricula will be appropriate and effective for the anticipated student population, and/or provides little to no description of how the curriculum is vertically and horizontally aligned for all grades the	curricular choices, textbook selection, and the rationale for each, and/or does not describe the evidence that these curricula will be appropriate and effective for the anticipated student population, and/or does not provide a sufficient description of how the curriculum is vertically and horizontally aligned for all grades the school will	summarizes the curricular choices such as textbook selection, by subject, and the rationale for each, describes 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.	curriculum and its alignment to the Educational Program Terms, summarizes the curricular choices such as textbook selection, by subject, and the rationale for each, and provides a detailed description of how the curriculum is vertically and horizontally aligned for all grades and the anticipated student population the school will serve.			
	OR If the applicant plans to develop a curriculum, there is little or no description regarding how the curriculum will be developed in Attachment 6. The applicant does not include a description of how the school evaluated and/or developed and/or will develop a curriculum that is culturally responsive and free of bias.	OR If the applicant plans to develop a curriculum, there is a limited and/or incomplete description regarding how the curriculum will be developed in Attachment 6. The applicant includes a description of how the school evaluated and/or developed and/or will develop a curriculum that is culturally responsive and free of bias, but it lacks meaningful	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 Attachment 6 . The applicant includes a clear description of how the school evaluated and/or developed and/or will develop a	If the applicant plans to develop a curriculum, a detailed, comprehensive, and well-articulated description regarding how the curriculum will be developed is provided in Attachment 6 . The applicant includes a clear and detailed description of how the school evaluated and/or developed and/or will develop a curriculum that is culturally responsive and free of bias.			

Section 6: Cur	riculum and Instructiona	al Design					
Tonic	Ranking						
Topic	Does Not Meet	Partially Meets	Meets	Exceeds	N/A		
Section 6.4-6.6: Instructional Strategies	The applicant provides little or no description of the primary instructional strategies, and/or a rationale for why the listed strategies are being used. And/or the strategies are not culturally responsive. And/or the described processes, methods, and systems teachers will have for providing differentiated instruction to meet the needs of all students was not addressed. And/or there is little or no description of the how the school will accelerate the learning of those students who are entering grades with learning deficiencies or who are not meeting growth and/or proficiency standards.	The applicant provides a description of the primary instructional strategies that is limited and/or the rationale for why the listed strategies are being used lacks detail. The strategies presented are not likely to promote cultural responsiveness And/or the described processes, methods, and systems teachers will have for providing differentiated instruction to meet the needs of all students is lacking detail. And/or the description of how the school will accelerate the learning of those students who are entering grades with learning deficiencies or who are not meeting growth and/or proficiency	The applicant provides a clear description of the primary instructional strategies, along with a rationale for why the listed strategies are being used. There is a description of how they will promote cultural responsiveness to the anticipated student population. The processes, methods, and systems teachers will have for providing differentiated instruction to meet the needs of all students are thoroughly described. There is a description of how the school will accelerate the learning of those students who are entering grades with learning deficiencies or who are not meeting growth and/or proficiency	The applicant provides a detailed, clear description of the primary instructional strategies along with specific research, or experience-based rationale for why the listed strategies are being used and how they are culturally responsive and responsive to the anticipated student population. There is a comprehensive and detailed description of the processes, methods, and systems teachers will have for providing differentiated instruction to meet the needs of all students. There is a detailed, clear description of how the school will accelerate the learning of those students who are entering with skills below grade			
Section 6.7: Social- Emotional Learning (SEL)	YES or NO: If the school intends to employ an SEL curr	standards is limited.	standards. curriculum will be presented alongside or in	level or who are not meeting growth/proficiency standards.			
Curriculum This is only applicable if a school intends to use a specific SEL curriculum.	• •	•	ne schools' anticipated student population in	•			

Topic			Ranking		
ТОРІС	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
Section 7.1: Student	The applicant provides little or no	The applicant provides a description of	The applicant provides a clear	The applicant provides a clear, detailed	
Performance Standards	description of the student performance	the student performance standards for	description of the student performance	description of the student performance	
	standards for the school as a whole	the school as a whole, though, the	standards for the school as a whole, how	standards for the school as a whole and	
	and/or the student performance	description does not address all grades	they are aligned to state standards, and	how the school will meet these	
	standards are not aligned to the	served or is limited in detail. More	how they will meet these standards.	standards. The cohesive alignment of the	
	Washington State standards and/or	information is needed to understand		standards to the educational program	
	there is no explanation for how the	how the school will meet these		and essential design elements further	
	school will meet these standards.	standards.		demonstrate the applicant's robust	
				understanding of performance standards	
				and capacity to implement high	
				standards for student success.	
Section 7.2: Above and	If the applicant plans to adopt or develop	If the applicant plans to adopt or develop	If the applicant plans to adopt or develop	If the applicant plans to adopt or develop	
Beyond State Standards	additional academic expectations	additional academic expectations	additional academic expectations	additional academic expectations	
	beyond the state standards, there is little	beyond the state standards, there is a	beyond the state standards, a clear	beyond the state standards, there is a	
	or no explanation and/or rationale of the	minimal and/or limited explanation	explanation and rationale of the	clear, detailed explanation and strong	
	expectations (e.g. content areas, grade	and/or rationale for the expectations	expectations (e.g. content areas, grade	rationale of the expectations (for each	
	levels).	(e.g. content areas, grade levels).	levels) is provided. Alignment to the	content area and grade level) and	
		(-ig	educational program is provided.	cohesive alignment to the educational	
				program is provided.	
Section 7.3-7.4:	The applicant did not explain policies,	The applicant explains policies,	The applicant clearly explains standards,	The applicant clearly and	
Performance Standards,	standards, and/or expectations for	standards, and/or expectations for	and/or expectations for performance	comprehensively explains standards,	
Grade	performance standards, including grade	performance standards, including grade	standards, including grade	and/or expectations for performance	
Promotion/Retention,	promotion/retention. There is not a plan	promotion/retention, though they lack	promotion/retention. There is a	standards, including grade	
Graduation	for communicating these criteria to ,	clarity or detail. There is a plan for	culturally competent plan for	promotion/retention. There is a	
	students and families and/or the plan is	communicating these criteria to students	communicating these criteria to students	culturally competent plan for	
	not culturally competent	and families, but the plan is not explicitly	and families.	communicating these criteria to ,	
		culturally competent		students and families.	
Section 7 (Attachment	The applicant does not provide a picture	The applicant provides a limited picture	The applicant provides a complete	The applicant provides a complete,	
7): Exit Standards	of the school's exit standards for	of the school's exit standards for	picture of the school's exit standards for	detailed picture of the school's exit	
i, Lait Stailuaius	graduating students or students	graduating students or students	graduating students or students	standards for graduating students or	
				0 0	
	completing the last grade in that school.	completing the last grade in that school.	completing the last grade in that school.	students completing the last grade in	
	And/or applicant does not describe	And/or applicant partially describes	Applicant describes standards for what	that school. Applicant describes specific	
	standards for what students in the last	standards for what students in the last	students in the last grade served will	standards for what students in the last	
	grade served will know and be able to	grade served will know and be able to	know and be able to do, and meet or	grade served will know and be able to	
	do, and meet or exceed all state grade	do, and meet or exceed all state grade	exceed all state grade level expectations.	do, and meet or exceed all state grade	
	level expectations.	level expectations.		level expectations.	

Tonic	Ranking						
Topic	Does Not Meet	Partially Meets	Meets	Exceeds	N/A		
Section 8.1: Graduation	The applicant provides little or no	The applicant provides a limited	The applicant provides a clear	The applicant provides a clear, detailed			
Requirements	explanation of how students will earn	explanation of how students will earn	explanation of how students will earn	explanation of how students will earn			
	credit hours, how grade-point averages	credit hours, how grade-point averages	credit hours, how grade-point averages	credit hours, how grade-point averages			
	will be calculated, what information will	will be calculated, what information will	will be calculated, what information will	will be calculated, what information will			
	be on transcripts, and/or what elective	be on transcripts, and/or what elective	be on transcripts, and what elective	be on transcripts, and what elective			
	courses will be offered. And/or if	courses will be offered. And/or if	courses will be offered. If graduation	courses will be offered. If graduation			
	graduation requirements for the school	graduation requirements for the school	requirements for the school will exceed	requirements for the school will exceed			
	will exceed state standards, there is not	will exceed state standards, there is an	state standards, there is an explanation	state standards, there is a detailed			
	an explanation of the additional	explanation of the additional	of the additional requirements and how	explanation of the additional			
	requirements.	requirements, but it lacks meaningful	they connect back to the educational	requirements and how they connect			
		details.	program terms and/or mission/vision.	back to the educational program terms			
				and/or mission/vision.			
Section 8.2:	The applicant includes little or no	The applicant includes an explanation of	The applicant includes a clear	The applicant includes a clear and			
Career/College	explanation of how the graduation	how the graduation requirements will	explanation of how the graduation	detailed description of how the			
Readiness	requirements will ensure student	ensure student readiness for college or	requirements will ensure student	graduation requirements will ensure			
	readiness for college or other	other postsecondary opportunities (e.g.	readiness for college or other	student readiness for college or other			
	postsecondary opportunities (e.g. trade	trade school, military service, or entering	postsecondary opportunities (e.g. trade	postsecondary opportunities (e.g. trade			
	school, military service, or entering the	the workforce) that lacks clarity and	school, military service, or entering the	school, military service, or entering the			
	workforce).	sufficient detail.	workforce).	workforce).			
Section 8.3: Students at	The applicant includes little or no	The applicant includes a limited	The applicant includes a clear description	The applicant includes a clear and			
Risk of Not Graduating	explanation of the systems and	explanation of the systems and	of the systems and structures the school	detailed description of the systems and			
	structures the school will implement for	structures the school will implement for	will implement for serving students who	structures used for students who are not			
	students at risk of not meeting the	serving students who are not meeting	are not meeting the proposed	meeting graduation requirements, which			
	proposed graduation requirements.	the proposed graduation requirements;	graduation requirements, which	demonstrates a strong understanding of			
		it lacks meaningful details.	demonstrates a sufficient understanding	at-risk student needs and a high			
			of at-risk student needs and potential for	potential for student success.			
			student success.				

Toulo	Ranking						
Topic	Does Not Meet	Partially Meets	Meets	Exceeds	N/A		
Section 9.1: Summer School	YES or NO: Will summer school be offered and if so, did the applicant fully describe the program (i.e. schedule, length, anticipated participants, method used to identify participants, anticipated resource and staffing needs, funding, process for determining attendance when student interest/need exceeds capacity)?						
Section 9.2: Extra or Co- Curricular Activities	The applicant provides little or no description of any extra-curricular, co-curricular, or other student-focused activities or programming the school will offer. There is no description of how they will be delivered or funded. There is no mechanism for students to participant in the development and implementation of activities. And/or the applicant provides no description of how the school will pay for student participation in district sponsored interscholastic programs.	The applicant provides a description of extra-curricular, co-curricular, or other student-focused activities or programming the school will offer, but they are not culturally responsive. There is a minimal or unrealistic description of how they will be delivered or funded. And/or student participation in the development and implementation of activities is limited. And/or the applicant minimally addressed how the school will pay for student participation in district sponsored interscholastic programs.	The applicant provides a clear description of culturally responsive extra-curricular, co-curricular, or other student-focused activities or programming the school will offer. The description of how they will be delivered and funded, including the schedule, length, and anticipated participants, is realistic and reasonable. Students are able to meaningfully participate in the development and implementation of activities. The applicants addresses the process when student interest in the program exceeds capacity. The applicant provides a sufficient description of how the school will pay for student participation in district sponsored interscholastic programs.	The applicant provides a clearly articulated, detailed description of culturally responsive extra-curricular, cocurricular, or other student-focused activities or programming the school will offer. The description of how they will be delivered and funded, including the schedule, length, and anticipated participants indicates a sophisticated understanding of the required resources. There is a viable plan for how the school will pay for student participation in district sponsored interscholastic programs. Student participation in the development and implementation is highly encouraged. The applicant clearly and comprehensively demonstrates how participants will be identified and the process for determining attendance when interest exceeds capacity The applicant provides a clear, cohesive connection between the extra or cocurricular activities and the educational program terms, mission, and vision.			
Section 9.3: Supplemental Programming Parent Outreach	The applicant does not provide a culturally inclusive plan for outreach to families to apprise them of supplemental programming opportunities and/or provides little to no description.	The applicant describes a culturally inclusive plan for outreach to families to apprise them of supplemental programming opportunities that is limited and lacks meaningful detail to fully determine its adequacy and/or the applicant's thorough understanding of	The applicant describes a clear, culturally inclusive plan for outreach to families to apprise them of supplemental programming opportunities.	The applicant describes a clear and detailed 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.			

Topic			Ranking		
Торіс	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
Sections 10.1-10.2:	The applicant does not identify special	The applicant identifies a limited number	The applicant identifies the special	The applicant identifies the special	
Overall Plan	populations and at-risk groups that the	of special populations and at-risk groups	populations and at-risk groups that the	populations and at-risk groups that the	
	school expects to serve and/or does not	that the school expects to serve and/or	school expects to serve and provides	school expects to serve and provides	
	provide rationale for these assumptions.	provides limited rationale for these	clear rationale for these assumptions.	explicit rationale for these assumptions.	
	And/or the overall plan for serving	assumptions. And/or the overall plan for	The overall plan for serving students	The overall plan for serving students	
	students with special needs, including	serving students with special needs is	with special needs is sufficient (including	with special needs is explicit,	
	the school's Multi-tiered Systems of	partial; the school's Multi-tied Systems	but not limited to students with IEPs,	comprehensive, and detailed (including	
	Support, is incomplete and raises	of Support lacks meaningful detail. The	504, ELLs, highly capable, and at risk); it	but not limited to students with IEPs,	
	significant concerns. The applicant does	applicant partially connects the overall	includes a clear picture of the school's	504, ELLs, highly capable, and at risk); it	
	not connect the overall plan with the	plan with the educational program and	Multi-tied Systems of Support. The	includes a clear, detailed picture of the	
	educational program and other	other components of the school design,	applicant connects the overall plan with	school's Multi-tied Systems of Support.	
	components of the school design, such	such as the recruitment and hiring,	the educational program and other	The applicant cohesively connects the	
	as the recruitment and hiring, staffing,	staffing, professional development,	components of the school design, such	overall plan with the educational	
	professional development, and/or the	and/or the performance framework.	as the recruitment and hiring, staffing,	program and other components of the	
	performance framework.		professional development, and/or the	school design, such as the recruitment	
			performance framework.	and hiring, staffing, professional	
				development, and/or the performance	
				framework.	

Section 10: Special Populations and At-Risk Students									
Tonic		Ranking							
Topic	Does Not Meet	Partially Meets	Meets	Exceeds	N/A				
Sections 10.3-10.7:	The applicant provides insufficient	The applicant provides limited	The applicant provides clear descriptions	The applicant provides clear, detailed,					
Identifying Students and	descriptions of how the school will	descriptions of how the school will	of how the school will identify, serve and	comprehensive descriptions of how the					
Meeting Needs	identify, serve and instruct, monitor,	identify, serve and instruct, monitor,	instruct, monitor, evaluate, promote,	school will identify, serve and instruct,					
	evaluate, promote, and staff to meet the	evaluate, promote, and staff to meet the	and staff to meet the needs of students	monitor, evaluate, promote, and staff to					
	needs of students with mild, moderate,	needs of students with mild, moderate,	with mild, moderate, and severe	meet the needs of students with mild,					
	and severe disabilities, ELL students,	and severe disabilities, ELL students,	disabilities, ELL students,	moderate, and severe disabilities, ELL					
	homeless/foster care students, highly	homeless/foster care students, highly	homeless/foster care students, highly	students, homeless/foster care students,					
	capable students, and other at-risk	capable students, and other at-risk	capable students, and other at-risk	highly capable students, and other at-					
	students. Most subcategories in	students. Most but not all subcategories	students. All subcategories in application	risk students. All subcategories in					
	application Section 10.3-10.7 have	in application Section 10.3-10.7 are	Section 10.3-10.7 are addressed with	application Section 10.3-10.7 are					
	insufficient descriptions and plans	addressed. The responses raise concern	responses that indicate the school will	completely addressed with					
	and/or the policies indicate that the	regarding compliance with applicable	comply with applicable laws and	comprehensive, detailed plans and all					
	school will be out of compliance with	laws and regulations governing service to	regulations governing service to these	responses indicate the school will					
	applicable laws and regulations	these student populations.	student populations.	comply with applicable laws and					
	governing service to these student			regulations governing service to these					
	populations.			student populations.					

Section 11: Sc	Section 11: School Calendar and Schedule							
Tonis	Ranking							
Topic	Does Not Meet	Partially Meets	Meets	Exceeds	N/A			
Section 11.1 and 11.4: Annual Academic Calendar	The applicant includes an insufficient description of the annual academic calendar; no explanation of how the calendar supports the needs of the anticipated student population and the educational program. Applicant does not include the formula or calculation for the total annual number of instructional hours/days.	The applicant includes a partial description of the annual academic calendar; limited explanation of how the calendar supports the needs of the anticipated student population and the educational program. Applicant includes and unclear or inaccurate formula or calculation for the total annual number of instructional hours/days.	The applicant includes a clear description of the annual academic calendar; clear, sufficient explanation of how the calendar supports the needs of the anticipated student population and the educational program. Applicant includes an accurate formula or calculation for the total annual number of instructional hours/days.	The applicant includes a clear and comprehensive description of the annual academic calendar; explicit, cohesive explanation of how the calendar supports the needs of the anticipated student population and the educational program. Applicant includes and accurate formula or calculation for the total annual number of instructional hours/days.				
Section 11.2-11.3: Daily and Weekly Schedule	The applicant provides an unclear description of the structure of the school day and week. And/or there is an insufficient explanation as to why the school's daily and weekly schedule will be optimal for student learning. Overall, the applicant does not provide explanations for how the daily and weekly school schedule that will lead to optimal learning.	The applicant provides a partial description of 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, as well as any school-specific educational program terms or design elements and the start and dismissal times. And/or overall, the applicant provides limited explanations for how the daily and weekly school schedule that will lead to optimal learning.	The applicant sufficiently 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, as well as any school-specific educational program terms or design elements and the start and dismissal times. Overall, the applicant provides explanations for how the daily and weekly school schedule that will lead to optimal learning.	The applicant comprehensively 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, as well as any school-specific educational program terms or design elements and the start and dismissal times. Overall, the applicant provides explicit explanations for how the daily and weekly school schedule that will lead to optimal learning.				
Section 11 (Attachments 8 & 9): Annual Calendar and Sample Daily/Weekly Schedules	Did the applicant provide a sample daily ar							

Tonio	Ranking							
Topic	Does Not Meet	Partially Meets	Meets	Exceeds	N/A			
Section 12.1-12.4:	The applicant provides unclear and/or	The applicant provides a partial	The applicant provides clear, complete	The applicant provides clear, detailed,				
Student Discipline Policy	incomplete description of the school's	description of the school's overall	description of the school's overall	and comprehensive description of the				
and Plan	overall approach to student discipline,	approach to student discipline, how it is	approach to student discipline, how it is	school's overall approach to student				
	how it is culturally responsive, consistent	culturally responsive, consistent with the	culturally responsive, consistent with the	discipline, how it is culturally responsive,				
	with the school's culture/climate, how it	school's culture/climate, how it will	school's culture/climate, how it will	consistent with the school's				
	will respond to the needs and strengths	respond to the needs and strengths of	respond to the needs and strengths of	culture/climate, how it will respond to				
	of students, support students in meeting	students, support students in meeting	students, support students in meeting	the needs and strengths of students,				
	behavioral expectations and keep	behavioral expectations and keep	behavioral expectations and keep	support students in meeting behavioral				
	students in the classroom to the	students in the classroom to the	students in the classroom to the	expectations and keep students in the				
	maximum extent possible, and/or how it	maximum extent possible, and/or how it	maximum extent possible, and how it	classroom to the maximum extent				
	will ensure fairness and equity. The plan	will ensure fairness and equity. The plan	will ensure fairness and equity. The plan	possible, and how it will ensure fairness				
	or policy does not comply with	or policy does not fully comply with	and policy fully complies with applicable	and equity. The plan and policy fully				
	applicable state and federal laws.	applicable state and federal laws.	state and federal laws.	complies with applicable state and				
				federal laws.				
Section 12.5:	The applicant provides little or no	The applicant provides a partial	The applicant clearly describes how	The applicant provides a detailed				
Communication	description on how students and	description of how students and	students and parents/guardians will be	description of how students and				
	parents/guardians will be informed of	parents/guardians will be informed of	informed of the school's discipline policy.	parents/guardians will be informed of				
	the school's discipline policy.	the school's discipline policy.		the school's discipline policy.				
Section 12 (Attachment	The applicant includes Attachment 10 ,							
10): School's Proposed	the school's proposed discipline policy,							
Discipline Policy	and it does not sufficiently address all	and it addresses bullets A-K listed in the	and it clearly addresses bullets A-K listed	and it clearly and explicitly addresses				
	bullets A-K listed in the New Charter	New Charter School Application, but it	in the New Charter School Application.	bullets A-K listed in the New Charter				
	School Application. The applicant does	lacks meaningful detail. The applicant	The applicant connects the discipline	School Application, with detail. The				
	not connect the discipline policy to the	partially connects the discipline policy to	policy to the communities served and	applicant cohesively connects the				
	communities served and the educational	the communities served and the	the educational program.	discipline policy to the communities				
	program.	educational program.		served and the educational program.				

Tania			Ranking		
Topic	Does Not Meet	Partially Meets	Meets	Exceeds	N/A
ection 13.1-13.2, 13.5:	Key members of the school's leadership	Key members of the school's leadership	Key members of the school's leadership	Key members of the school's leadership	
eadership Team	team who will be responsible for	team who will be responsible for	team who will be responsible for	team who will be responsible for	
	development and opening of the school	development and opening of the school	development and opening of the school	development and opening of the school	
	are not clearly identified	have been identified.	have been identified.	have been identified.	
	The applicant provides an insufficient	The applicant provides a limited	The applicant provides a clear	The applicant provides a clear, detailed,	
	demonstration of strong individual and	demonstration of strong individual and	demonstration of strong individual and	comprehensive demonstration of strong	
	collective team qualifications for	collective team qualifications for	collective team qualifications for	individual and collective team	
	implementing the school design	implementing the school design	implementing the school design	qualifications for implementing the	
	successfully, and/or does not address	successfully, and/or partially addresses	successfully, and addresses team	school design successfully, and explicitly	
	team capacity in areas such as:	team capacity in areas such as:	capacity in areas such as:	addresses team capacity in areas such	
	School leadership, administration, and	 School leadership, administration, and 	 School leadership, administration, and 	as:	
	governance;	governance;	governance;	 School leadership, administration, and 	
	Curriculum, instruction, and	Curriculum, instruction, and	Curriculum, instruction, and	governance;	
	assessment;	assessment;	assessment;	Curriculum, instruction, and	
	Professional development;	Professional development;	Professional development;	assessment;	
	Cultural competence/inclusiveness;	Cultural competence/inclusiveness;	Cultural competence/inclusiveness;	Professional development;	
	 Family and community engagement; 	 Family and community engagement; 	 Family and community engagement; 	Cultural competence/inclusiveness;	
	Special populations.	Special populations.	Special populations.	Family and community engagement;	
				■ Special populations.	
	And/or the applicant does not provide a	And/or the applicant provides a timeline,	The applicant provides a clear timeline,		
	timeline, criteria, and process for	criteria, and process for recruitment and	criteria, and process for recruitment and	The applicant provides a clear, detailed	
	recruitment and hiring for any	hiring for any leadership/management	hiring for any leadership/management	timeline, criteria, and process for	
	leadership/management positions not	positions not yet filled, including how it	positions not yet filled, including how it	recruitment and hiring for any	
	yet filled, including how it will be	will be culturally inclusive, however	will be culturally inclusive.	leadership/management positions not	
	culturally inclusive.	there is a lack of meaningful detail.		yet filled, including how it will be	
				culturally inclusive.	
ection 13.2: Ties to the	The applicant includes little or no	The applicant includes a limited	The applicant includes a clear description	The applicant includes a clear description	
ommunity	description of the applicant's ties to	description of the applicant's ties to	and evidence of the applicant's ties to	and specific evidence of the applicant's	
	and/or knowledge of the proposed	and/or knowledge of the proposed	and/or knowledge of the proposed	ties to and/or knowledge of the	
	community that the school will serve.	community that the school will serve.	community that the school will serve.	proposed community that the school will	
				serve.	

Section 13: Educational Program Capacity								
Tonic	Ranking							
Topic	Does Not Meet	Partially Meets	Meets	Exceeds	N/A			
Section 13.4: School	The applicant identifies the	The applicant identifies the	The applicant identifies the	The applicant identifies the				
Leader	principal/head of school candidate but	principal/head of school candidate but	principal/head of school candidate, how	principal/head of school candidate, how				
	provides an unclear explanation of how	provides a limited explanation of how	this candidate is qualified based on the	this candidate is well qualified based on				
	this candidate is qualified based on the	this candidate is qualified based on the	school's mission, and a summary of their	the school's mission, and a summary of				
	school's mission, and an insufficient	school's mission, and a partial summary	leadership record. The applicant	their leadership record. The applicant				
	summary of their leadership record.	of their leadership record. And/or the	provides evidence of the leader's ability	provides specific evidence of the leader's				
	And/or the applicant provides	applicant provides minimal evidence of	to serve the anticipated population, to	ability to serve the anticipated				
	insufficient evidence of the leader's	the leader's ability to serve the	practice cultural competency, and	population, to practice cultural				
	ability to serve the anticipated	anticipated population, to practice	design, launch, and manage a high-	competency, and design, launch, and				
	population, to practice cultural	cultural competency, and design, launch,	performing school. The evidence	manage a high-performing school. The				
	competency, and design, launch, and/or	and/or manage a high-performing	provided indicates this candidate has	specific evidence provided indicates this				
	manage a high-performing school.	school. And/or evidence provided	capacity to lead.	candidate has a high degree of capacity				
	And/or evidence provided raises	indicates this candidate may have limited	-OR-	to lead.				
	substantial concerns about the	capacity to lead.	If no candidate has been identified, the	-OR-				
	candidate's capacity to lead.	-OR-	applicant clearly describes the process	If no candidate has been identified, the				
	-OR-	If no candidate has been identified, the	and timeline for recruiting, selecting, and	applicant clearly describes a detailed				
	If no candidate has been identified, the	applicant describes the process and	hiring the school leader and the criteria	process and timeline for recruiting,				
	applicant describes an unclear process	timeline for recruiting, selecting, and	to be used in selection.	selecting, and hiring the school leader				
	and timeline for recruiting, selecting, and	hiring the school leader and the criteria		and the criteria to be used in selection.				
	hiring the school leader and/or the	to be used in selection but it lacks						
	criteria to be used in selection.	meaningful detail.						
Section 13 (Attachment	YES or NO							
11): School Leader	Does the applicant include the qualification	ns and resume for the proposed school leade	OR a job description and qualifications?					
Qualifications OR Job								
Description								
Section 13 (Attachment	YES or NO							
12): Leadership Team	Does the applicant include the qualification	ns and resume for the identified members of	the leadership team and for each position no	ot yet filled, a job description and				
Qualifications	qualifications?							

CATEGORY 2: ORGANIZATIONAL PLAN AND CAPACITY

Section 14: Legal Status and Governing Documents Ranking **Topic Partially Meets** Meets **Exceeds** N/A Section 14.1: Legal Status The applicant insufficiently describes the The applicant partially describes the The applicant clearly and explicitly The applicant clearly describes the proposed school's legal status, including proposed school's legal status, including proposed school's legal status, including describes the proposed school's legal nonprofit status and federal tax-exempt nonprofit status and federal tax-exempt nonprofit status and federal tax-exempt status, including nonprofit status and status. And/or the legal status described federal tax-exempt status. status. status. indicates the organization is not eligible to operate a charter public school in Washington State. Section 14.2: Subsidiaries If applicable, the applicant provides little If applicable, the applicant partially If applicable, the applicant clearly If applicable, the applicant clearly and and Business Endeavors or no description of any subsidiaries describes any subsidiaries owned or describes any subsidiaries owned or comprehensively describes any owned or affiliated with the nonprofit affiliated with the nonprofit submitting affiliated with the nonprofit submitting subsidiaries owned or affiliated with the submitting this charter school this charter school application, and/or this charter school application, and nonprofit submitting this charter school application, and/or does not describe any partially describes any other clearly describes any other application, and explicitly and clearly other organizational/business endeavors organizational/business endeavors in organizational/business endeavors in describes any other in which the nonprofit submitting this which the nonprofit submitting this which the nonprofit submitting this organizational/business endeavors in application is involved in and/or application is involved in. application is involved in. which the nonprofit submitting this information provided raises substantial application is involved in. concerns. Section 14 (Attachment YES or NO: 13): Governing Has the applicant submitted detailed, clear documentation as Attachment 13 of the following? Are there any concerns about the contents of the documents? **Documents** Articles of Incorporation; Proof of nonprofit status and federal tax-exempt status (or copies of filings for the preceding items); Bylaws; Completed and Board Chair signed Statement of Assurances; Other governing documents already adopted.

Section 14: Legal Status and Governing Documents									
Tonic			Ranking						
Topic	Does Not Meet	Partially Meets	Meets	Exceeds	N/A				
5-10 Year Growth Plan	If 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	If 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	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	If 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					
	little to no detail to support anticipated growth.	business plans that lack sufficient detail to support anticipated growth.	anticipated growth.	anticipated growth.					

Section 15: Bo	Section 15: Board Members and Governance					
Toric		Ranking				
Topic	Does Not Meet	Partially Meets	Meets	Exceeds	N/A	
Section 15.1: Board's	The applicant does not describe the	The applicant provides a limited	The applicant clearly describes the	The applicant clearly and		
Approach to Governance	board's approach to governance	description of the governance	governance philosophy that will guide	comprehensively describes the board's		
	inclusive of the nature and extent of	philosophy that will guide the board,	the board, inclusive of the nature and	approach to governance inclusive of the		
	involvement by key stakeholder groups	inclusive of the nature and extent of	extent of involvement by key	nature and extent of involvement by key		
	OR the description is unclear.	involvement by key stakeholder groups.	stakeholder groups.	stakeholder groups.		
Section 15.2-4:	The applicant provides insufficient or no	The applicant describes the governance	The applicant clearly describes the	The applicant clearly and		
Governance and	description of the governance structure	structure of the proposed school,	governance structure of the proposed	comprehensively describes the		
Management	of the proposed school, including the	including the primary roles of the	school, including the primary roles of the	governance structure of the proposed		
	primary roles of the governing board and	governing board, how it will interact with	governing board and how it will interact	school, including the primary roles of the		
	how it will interact with the	the principal/head of school and any	with the principal/head of school and	governing board and how it will interact		
	principal/head of school and any	advisory bodies, the size, current and	any advisory bodies. The applicant	with the principal/head of school and		
	advisory bodies. The applicant provides	desired composition, powers, and duties	clearly describes the size, current and	any advisory bodies. The applicant		
	an unclear description of the size,	of the governing board, the key skills,	desired composition, powers, and duties	clearly describes the size, current and		
	current and desired composition,	areas of expertise, and constituencies	of the governing board. The applicant	desired composition, powers, and duties		
	powers, and duties of the governing	that will be represented on the	clearly identifies key skills, areas of	of the governing board. The applicant		
	board. The applicant fails to identify key	governing board, though has done so in	expertise, and constituencies that will be	clearly identifies key skills, areas of		
	skills, areas of expertise, and	a limited manner, lacking meaningful	represented on the governing board.	expertise, and constituencies that will be		
	constituencies that will be represented	detail.		represented on the governing board,		
	on the governing board.		The applicant clearly explains how the	providing specific details and evidence.		
		And/or the applicant partially explains	governance structure and composition			
	And/or the applicant provides	how the governance structure and	will help ensure that:	The applicant comprehensively explains		
	insufficient or no explanation of how the	composition will help ensure that:	 The school will be an educational, 	how the governance structure and		
	governance structure and composition	The school will be an educational,	financial and operational success;	composition will help ensure that:		
	will help ensure that:	financial and operational success;	The board will evaluate the success of	The school will be an educational,		
	 The school will be an educational, 	The board will evaluate the success of	the school and school leader;	financial and operational success;		
	financial and operational success;	the school and school leader;	There will be active and effective	The board will evaluate the success of		
	The board will evaluate the success of	There will be active and effective	representation of key stakeholders,	the school and school leader;		
	the school and school leader;	representation of key stakeholders,	including parents; and	There will be active and effective		
	There will be active and effective	including parents; and	■ The school will be a culturally	representation of key stakeholders,		
	representation of key stakeholders,	■ The school will be a culturally	responsive education system.	including parents; and		
	including parents; and	responsive education system.	,	■ The school will be a culturally		
	■ The school will be a culturally	,	The evidence provided demonstrates	responsive education system.		
	responsive education system.	And/or the limited evidence provided	sufficient board capacity.			
	p = 1 = 1 = 1 = 1 = 1 = 1 = 1 = 1 = 1 =	raises concerns about the limited scope		The specific evidence provided		
	And/or the lack of evidence raises	of board capacity.		demonstrates a high degree of board		
	significant concerns about the board's	and a supposition		capacity.		
	capacity.			ooperity.		
	capacity.					

	Ranking					
Topic	Does Not Meet	Partially Meets	Meets	Exceeds	N/A	
Section 15.5:	YES or NO					
Membership	For each individual identified as a current a	nd/or a proposed board member in Category	y 1 Section D (Board Member Roster), has the	e applicant comprehensively summarized		
	each member's desire to serve on the school's board and qualifications for holding this position and do the summaries demonstrate that there are not any concerns about					
	these proposed board members					
Section 15.6 and 15.8:	The applicant provides little or no	The applicant lacks sufficient detail in its	The applicant clearly explains the	The applicant clearly and		
Structure and Increasing	explanation of the procedures by which	explanation of the procedure by which	procedure by which board members	comprehensively explains the procedure		
Board Capacity	board members have been and will be	board members have been and will be	have been and will be selected, how	by which board members have been and		
	selected, how often the board meets,	selected, how often the board meets,	often the board meets, and discusses the	will be selected. The applicant clearly		
	and the plans for any committees. The	and the plans for any committees. The	plans for any committees. The applicant	describes how often the board meets,		
	applicant provides little or no description	applicant partially describes the plans for	clearly describes the plans for increasing	and discusses specific plans for any		
	of the plans for increasing the capacity of	increasing the capacity of the governing	the capacity of the governing board, how	committee structure. The applicant		
	the governing board, how the board will	board, how the board will expand and	the board will expand and develop over	clearly and comprehensively describes		
	expand and develop over time, how new	develop over time, how new members	time, how new members will be	the plans for increasing the capacity of		
	members will be recruited and added,	will be recruited and added, and how	recruited and added, and how vacancies	the governing board, how the board will		
	and how vacancies will be filled, and/or	vacancies will be filled, and/or the	will be filled. The applicant clearly	expand and develop over time, how new		
	provides little or no description of the	applicant provides a limited description	describes the orientation or training for	members will be recruited and added,		
	orientation or training for new board	of the orientation or training for new	new board members, the kinds of	and how vacancies will be filled. The		
	members, the kinds of ongoing	board members, the kinds of ongoing	ongoing development/training for	applicant provides a clear, detailed		
	development/training for existing board	development/training for existing board	existing board members, and the plan	description of the orientation or training		
	members, and the plan for training and	members, and the plan for training and	for training and development including:	for new board members, the kinds of		
	development including:	development including:	A timetable;	ongoing development/training for		
	A timetable;	A timetable;	Specific topics to be addressed;	existing board members, and the plan		
	Specific topics to be addressed;	Specific topics to be addressed;	Participation requirements;	for training and development includes:		
	Participation requirements;	■ Participation requirements;	Development of cultural competence.	■ A timetable;		
	 Development of cultural competence. 	 Development of cultural competence. 	·	Specific topics to be addressed;		
				Participation requirements;		
				Development of cultural competence.		
Section 15.9: Transition	If the applicant team does not include	If the applicant team does not include	If the applicant team does not include	If the applicant team does not include		
to Formal Board	the formal school governing board, the	the formal school governing board, the	the formal school governing board, the	the formal school governing board, the		
	applicant provides an insufficient	applicant provides a limited explanation	applicant clearly explains how and when	applicant clearly and comprehensively		
	explanation as to how and when the	as to how and when the transition to the	the transition to the formal governing	explains how and when the transition to		
	transition to the formal governing board	formal governing board will take place.	board will take place.	the formal governing board will take		
	will take place.			place.		

Section 15: Board Members and Governance							
Topic	Ranking						
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A		
Section 15.7: Ethics &	The applicant provides little or no	The applicant includes a description of	The applicant includes a clear description	The applicant includes a detailed			
Perceived Conflicts of	description of the board's ethical	the board's ethical standards and	of the board's ethical standards and	description of the board's ethical			
nterest	standards and procedures for identifying	procedures for identifying and	procedures for identifying and	standards and procedures for identifying			
	and addressing real or perceived	addressing real or perceived conflicts of	addressing real or perceived conflicts of	and addressing real or perceived			
	conflicts of interest now or in the future.	interest now or in the future, but it lacks	interest now or in the future. The	conflicts of interest now or in the future.			
		specificity or does not demonstrate that	description indicates that the applicant	The description indicates that the			
	And/or the applicant does not identify	the applicant understands of the nature	understands the nature of conflicts.	applicant has a sophisticated			
	any existing relationships that could pose	of conflicts.		understanding of the nature of conflicts.			
	actual or perceived conflicts if the		There are no real or perceived conflicts				
	application is approved.	The applicant identified existing	of interest.	There are no real or perceived conflicts			
		relationships that pose perceived		of interest.			
	And/or there is a perceived conflict of	conflicts and included the steps that will					
	interest but the applicant has not	be taken to cure the conflict.					
	included any proposed steps to cure the						
	conflict.	There are no real conflicts of interest.					
	And/or there is a real conflict of interest.						
Section 15 (Attachment	YES or NO:		1				
16): Code of Ethics and	Did the applicant include both a Code of Et	hics and a Conflict of Interest Policy? Do both	n policies include the necessary provisions to	promote high ethical standards and			
Conflict of Interest	prevent (or appropriately address) conflicts	s of interest?					
Policies							

Topic	Ranking						
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A		
Section 15.10: Existing	If this application is being submitted by						
Nonprofits	an existing nonprofit organization whose						
	core mission is NOT the operation of						
	charter schools, the following is unclear	charter schools, the applicant partially	charter schools, the applicant clearly	charter schools, the applicant clearly and			
	or insufficient:	indicates the following:	indicates the following:	explicitly indicates the following:			
	 Whether the existing nonprofit board 						
	governs the new school;						
	■ The extent to which the school will be	■ The extent to which the school will be	The extent to which the school will be	■ The extent to which the school will be			
	a new nonprofit corporation governed						
	by a separate board;						
	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 as a charter public school	duties as a charter public school board.	duties as a charter public school board.	duties as a charter public school board.			
	board. A description of the plan and	A description of the plan and timeline	A description of the plan and timeline	A description of the plan and timeline			
	timeline for completing the transition	for completing the transition and	for completing the transition and	for completing the transition and			
	and orienting the board to its new	orienting the board to its new duties;	orienting the board to its new duties;	orienting the board to its new duties;			
	duties;	If a new board has been formed,	If a new board has been formed,	If a new board has been formed,			
	 If a new board has been formed, 	describe what, if anything, its ongoing	describe what, if anything, its ongoing	describe what, if anything, its ongoing			
	describe what, if anything, its ongoing	relationship to the existing nonprofit's	relationship to the existing nonprofit's	relationship to the existing nonprofit's			
	relationship to the existing nonprofit's	board will be;	board will be.	board will be.			
	board will be;	,					
	,	The relationship represented on the	The relationship is clearly represented on	The relationship is clearly represented			
	The relationship is not represented on	organizational chart is unclear.	the organizational chart.	on the organizational chart.			
	the organizational chart.	0					
ection 15 (Attachment		l l) the following documents for each individua	ı al identified:				
l): Forms	■ Completed and signed Board Member D	sclosure Form;					
	Résumé?						
ction 15 (Attachment	YES or NO						
6): Background Check	The applicant provided signed initial Backg	round Check Certification form (template) fo	r each board member and school leader has l	been initiated and will be completed within			
=	the timetables set forth in the Sample Con						

Section 16: Or	Section 16: Organization Structure					
Topic	Ranking					
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A	
Section 16:	The applicant provides unclear	The applicant provides partial	The applicant provides clear descriptions	The applicant provides clear and		
Organizational Structure	descriptions of the organizational	descriptions of the organizational	of the organizational structure of the	comprehensive descriptions of the		
and Charts	structure of the school including	structure of the school including	school including governance,	organizational structure of the school		
	governance, management, and staffing	governance, management, and staffing	management, and staffing structures.	including governance, management, and		
	structures. And/or organization charts	structures. And/or organization charts do	Organization charts that clearly delineate	staffing structures. Organization charts		
	that do not delineate the roles and	not clearly delineate the roles and	the roles and responsibilities of, and	clearly and specifically delineate the		
	responsibilities of, and lines of authority	responsibilities of, and lines of authority	lines of authority and reporting among,	roles and responsibilities of, and lines of		
	and reporting among, the governing	and reporting among, the governing	the governing board, school leader,	authority and reporting among, the		
	board, school leader, management team,	board, school leader, management team,	management team, staff, any related	governing board, school leader,		
	staff, any related bodies (such as	staff, any related bodies (such as	bodies (such as advisory bodies or	management team, staff, any related		
	advisory bodies or parent/teacher	advisory bodies or parent/teacher	parent/teacher councils), and any	bodies (such as advisory bodies or		
	councils), and/or any external	councils), and/or any external	external organizations that will play a	parent/teacher councils), and any		
	organizations that will play a role in	organizations that will play a role in	role in managing the school.	external organizations that will play a		
	managing the school.	managing the school.		role in managing the school.		
Section 16 (Attachment	YES or NO					
17): Organizational	Are the organizational charts included as A	ttachment 17?				
Charts	Do the organizational charts show the scho	ol governance, management, and staffing pla	an and structure in:			
	The first year of school operations;					
	At the end of the 5-year charter term; ar	nd				
	When the school reaches full capacity, if	beyond the 5 th year in operation.				

Section 17: Advisory Bodies						
Topic	Ranking					
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A	
Section 17: Advisory	The applicant provides little or no	The applicant partially describes any	The applicant clearly describes any	The applicant clearly and		
Bodies	description of any school advisory bodies	school advisory bodies or councils to be	school advisory bodies or councils to be	comprehensively describes any school		
	or councils to be formed. There is no	formed. There is a partial explanation of	formed, including of the role(s), duties,	advisory bodies or councils to be formed		
	explanation of the role(s), duties, and	the role(s), duties, and authority of each.	and authority of each.	and provides a detailed explanation of		
	authority of each.			the role(s), duties, and authority of each.		
		The applicant's description of the	The applicant clearly describes the			
	The applicant provides little or no	planned composition of the advisory	planned composition of the advisory	The applicant clearly and specifically		
	description of the planned composition	body, the strategy for achieving that	body, the strategy for achieving that	describes the planned composition of		
	of the advisory body, the strategy for	composition, the role of	composition, the role of	the advisory body, the strategy for		
	achieving that composition, nor the role	parents/guardians, students, and	parents/guardians, students, and	achieving that composition, the role of		
	of parents/guardians, students, and	teachers (as applicable), and the	teachers (as applicable), and the	parents/guardians, students, and		
	teachers (as applicable) and the	reporting structure as it relates to the	reporting structure as it relates to the	teachers (as applicable), and the		
	reporting structure as it relates to the	school's governing body and leadership	school's governing body and leadership.	reporting structure as it relates to the		
	school's governing body and leadership.	is limited in scope and lacks meaningful		school's governing body and leadership.		
		detail.				

Topic		Ranking				
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A	
Section 18: Grievance/	The applicant provides little or no	The applicant partially describes the	The applicant clearly describes the	The applicant clearly and explicitly		
Complaint Process	description of the school's process for	established school's process for resolving	established school's process for resolving	outlines and provides in detail a parent		
	resolving public complaints, including	public complaints, including complaints	public complaints, including complaints	and community friendly, culturally		
	complaints regarding curriculum and/or	regarding curriculum and/or parent or	regarding curriculum and/or parent or	responsive process for resolving public		
	parent or student objections to a	student objections to a governing board	student objections to a governing board	complaints, including complaints		
	governing board policy or decision,	policy or decision, administrative	policy or decision, administrative	regarding curriculum and/or parent or		
	administrative procedure or practice at	procedure or practice at the school, or	procedure or practice at the school, or	student objections to a governing board		
	the school, or the school leader and/or	the school leader and/or principal's	the school leader and/or principal's	policy or decision, administrative		
	principal's performance and how the	performance and how the final	performance and how the final	procedure or practice at the school, or		
	final administrative appeal is heard by	administrative appeal is heard by the	administrative appeal is heard by the	the school leader and/or principal's		
	the governing board.	governing board.	governing board.	performance and how the final		
				administrative appeal is heard by the		
				governing board.		

Topic	Ranking							
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A			
Section 19: District	The applicant includes no description of	The applicant includes a limited	The applicant includes a clear description	The applicant includes a clear, detailed				
Partnerships	applicant's outreach to the local school	description of applicant's outreach to the	of applicant's outreach to the local	description of applicant's outreach to the				
	district/s or ESD and a limited	local school district/s or ESD and a	school district/s or ESD and a clear	local school district/s or ESD and a clear,				
	description of any district partnership	limited description of any district	description of any district partnership	specific description of any district				
	activities and/or meetings during the	partnership activities and/or meetings	activities and/or meetings during the	partnership activities and/or meetings				
	application development process.	during the application development	application development process.	during the application development				
		process.		process.				
	And/or Attachment 18 provides		Attachment 19 provides evidence of					
	insufficient evidence of outreach.	And/or Attachment 18 provides limited	sufficient outreach including emails,	Attachment 19 provides specific and				
		evidence of outreach including emails,	letters, meeting agendas or notes. If	comprehensive evidence of extensive				
		letters, meeting agendas or notes. If	applicable, Memorandum of	outreach including emails, letters,				
		applicable, Memorandum of	Understanding or other partnership	meeting agendas or notes. Evidence				
		Understanding or other partnership	documentation is included.	demonstrates that there may be				
		documentation is included.		opportunities for partnership. If				
				applicable, Memorandum of				
				Understanding or other partnership				
				documentation is included.				

Section 20: Ed	ucation Service Provide	rs (ESP) and Other Partr	nerships					
Tonio	Ranking							
Topic	Does Not Meet	Partially Meets	Meets	Exceeds	N/A			
Section 20.1: Evidence of	If the school intends to contract with an ESP	If the school intends to contract with an ESP	If the school intends to contract with an ESP	If the school intends to contract with an ESP				
Prior Success	for the management of the school or							
	substantial educational services, the							
	applicant does not addresses the following:	applicant partially addresses the following:	applicant clearly addresses the following:	applicant clearly, comprehensively, and with				
	Evidence of the nonprofit ESP's success in	Evidence of the nonprofit ESP's success in	Evidence of the nonprofit ESP's success in	detail addresses the following:				
	serving student populations that are similar	serving student populations that are similar	serving student populations that are similar	Evidence of the nonprofit ESP's success in				
	to the anticipated student population,	to the anticipated student population,	to the anticipated student population,	serving student populations that are similar				
	including demonstrated academic	including demonstrated academic	including demonstrated academic	to the anticipated population, including				
	achievement, successful management of	achievement, successful management of	achievement, successful management of	demonstrated academic achievement,				
	nonacademic school functions.	nonacademic school functions.	nonacademic school functions.	successful management of nonacademic				
				school functions.				
Section 20.2: Proposed	The applicant provides an unclear	The applicant provides a partial	The applicant clearly describes proposed	The applicant clearly and				
Partnerships	description of proposed or existing	description of proposed or existing	or existing partnerships or contractual	comprehensively describes proposed or				
	partnerships or contractual relationships	partnerships or contractual relationships	relationships that will be central to the	existing partnerships or contractual				
	that will be central to the school's	that will be central to the school's	school's program or mission.	relationships that will be central to the				
	program or mission. And/or Attachment	program or mission. And/or Attachment	Attachment 20 includes a clear	school's program or mission.				
	20 includes an unclear description of the	20 includes a limited description of the	description of the following: proposed	Attachment 20 includes a clear, detailed				
	following: proposed duration of the	following: proposed duration of the	duration of the service contract, roles	description of the following: proposed				
	service contract, roles and	service contract, roles and	and responsibilities of the governing	duration of the service contract, roles				
	responsibilities of the governing board,	responsibilities of the governing board,	board, school staff, and contractor,	and responsibilities of the governing				
	school staff, and contractor, scope of	school staff, and contractor, scope of	scope of services and resources to be	board, school staff, and contractor,				
	services and resources to be provided,	services and resources to be provided,	provided, and cost and compensation	scope of services and resources to be				
	and cost and compensation structures.	and cost and compensation structures.	structures.	provided, and cost and compensation				
				structures.				

Section 20: Education Service Providers (ESP) and Other Partnerships								
Tonio	Ranking							
Topic	Does Not Meet	Partially Meets	Meets	Exceeds	N/A			
Section 20.3-20.4:	The applicant includes little or no	The applicant includes a partial	The applicant includes a clear description	The applicant includes a detailed and				
Contractual and other	description of any existing and	description of, any existing and	of any existing and anticipated	comprehensive description of and any				
Partnerships	anticipated partnerships the school has	anticipated partnerships the school has	partnerships the school has or will have	existing and anticipated partnerships the				
	or will have with community	or will have with community	with community organizations,	school has or will have with community				
	organizations, businesses, or other	organizations, businesses, or other	businesses, or other educational	organizations, businesses, or other				
	educational institutions, and the nature,	educational institutions, and the nature,	institutions, and the nature, purposes,	educational institutions, and the nature,				
	purposes, terms, and scope of services of	purposes, terms, and scope of services of	terms, and scope of services of any such	purposes, terms, and scope of services of				
	any such partnerships including any fee-	any such partnerships including any fee-	partnerships including any fee-based or	any such partnerships including any fee-				
	based or in-kind commitments from	based or in-kind commitments from	in-kind commitments from community	based or in-kind commitments from				
	community organizations or individuals	community organizations or individuals	organizations or individuals that will	community organizations or individuals				
	that will enrich student learning	that will enrich student learning	enrich student learning opportunities.	that will enrich student learning				
	opportunities. And/or there is no	opportunities. And/or there is a partial	There is a clear description of any	opportunities. There is a clear and				
	description of services to be contracted	description of any services to be	services to be contracted (e.g. business	detailed description of any services to be				
	(e.g. business services, payroll, auditing,	contracted (e.g. business services,	services, payroll, auditing, program	contracted (e.g. business services,				
	program management, PD), including the	payroll, auditing, program management,	management, PD), including the	payroll, auditing, program management,				
	anticipated costs and criteria for	PD), including the anticipated costs and	anticipated costs and criteria for	PD), including the anticipated costs and				
	selection and/or there are real conflicts	criteria for selection	selection.	criteria for selection.				
	of interest with identified providers or							
	other partnerships.							
Section 20.5: Conflicts of	The applicant insufficient description of	The applicant provides limited	The applicant clearly describes existing	The applicant clearly and				
Interest	existing or potential conflicts of interest	description of existing or potential	or potential conflicts of interest between	comprehensively describes existing or				
	between the school's	conflicts of interest between the school's	the school's leadership/management	potential conflicts of interest between				
	leadership/management team and any	leadership/management team and any	team and any affiliated business entity or	the school's leadership/management				
	affiliated business entity or partnered	affiliated business entity or partnered	partnered organization that have not	team and any affiliated business entity or				
	organization that have not already been	organization that have not already been	already been disclosed in Section 15.	partnered organization that have not				
	disclosed in Section 15. And/or there are	disclosed in Section 15. And/or there are	There are no real conflicts of interest	already been disclosed in Section 15.				
	concerns about the potential of real	questions about the potential of real	with identified providers or other	There are no real conflicts of interest				
	conflicts of interest with identified	conflicts of interest with identified	partnerships.	with identified providers or other				
	providers or other partnerships.	providers or other partnerships.		partnerships.				

T!-		F	tanking			
Topic	Does Not Meet	Partially Meets	Meets	Exceeds	N/A	
Section 20 (Attachment	YES or NO:			•		
19): Educational Service	The Educational Service Provider term sheet inc	ludes all of the following:				
Provider Term Sheet	Proposed duration of the service contract;					
	 Roles and responsibilities of the governing board, school staff, and ESP; 					
	Scope of services and resources to be provided by the ESP;					
	Performance evaluations measures and timelines;					
	Compensations structure, including clear identification of all fees to be paid to the ESP;					
	Methods of contract oversight and enforcement;					
	 Investment disclosure; 					
	 Conditions for renewal and terminat 	Conditions for renewal and termination of the contract.				

Tania	Ranking								
Topic	Does Not Meet	Partially Meets	Meets	Exceeds	N/A				
Section 21.1: Full Time	YES or NO								
Staff During Launch	Has the applicant described in detail who is compensate these individuals?	Has the applicant described in detail who is currently working or who will work on a full-time or nearly full-time basis following approval of the charter and the plan to compensate these individuals?							
Section 21.2: Employer/	YES or NO								
Employee Relationship	1 ''	•	er school and its employees, including wheth	. ,					
			there is an explanation of the nature and pur						
Section 21.3:	The applicant provides salary ranges and	The applicant provides salary ranges and	The applicant provides competitive	The applicant provides highly					
Compensation	employment benefits for all employees,	employment benefits for all employees,	salary ranges and employment benefits	competitive salary ranges and					
	but salary ranges may not be	but salary ranges may not be	for all employees, and incentives or	employment benefits for all employees,					
	competitive and/or the incentives or	competitive and/or the incentives or	reward structures.	and strong incentives or reward					
	reward structures are unclear or	reward structures lack meaningful detail.		structures.					
	nonexistent.								
Section 21.4:	The applicant's strategy, plans, and	The applicant's strategy, plans, and	The applicant's strategy, plans, and	The applicant's strategy, plans, and					
Recruitment and Hiring	timeline for recruiting and hiring the	timeline for recruiting and hiring the	timeline for recruiting and hiring the	timeline for recruiting and hiring the					
	teaching staff, in accordance with the	teaching staff, in accordance with the	teaching staff, in accordance with the	teaching staff, in accordance with the					
	state rules and regulations regarding	state rules and regulations regarding	state rules and regulations regarding	state rules and regulations regarding					
	staff qualifications and criminal	staff qualifications and criminal	staff qualifications and criminal	staff qualifications and criminal					
	background checks are unclear or	background checks are only partially	background checks are complete and	background checks are clear and					
	missing information. The plan does not	described. The plan lack meaningful	clear. The plan includes inclusive hiring	comprehensive. The plan includes					
	include inclusive hiring practices, and/or	detail regarding inclusive hiring	practices, other key selection criteria and	demonstrable inclusive hiring practices,					
	other key selection criteria and any	practices, other key selection criteria and	any special considerations relevant to	other key selection criteria and any					
	special considerations relevant to the	any special considerations relevant to	the school's design. There is an	special considerations relevant to the					
	school's design. And/or there is an	the school's design. And/or there is a	explanation of how the school will assess	school's design. There is a detailed					
	insufficient explanation of how the	partial explanation of how the school will	a teacher's ability to serve the	explanation of how the school will assess					
	school will assess a teacher's ability to	assess a teacher's ability to serve the	anticipated student population and be	a teacher's ability to serve the					
	serve the anticipated student population	anticipated student population and be	effective in teaching students identified	anticipated student population and be					
	and be effective in teaching students	effective in teaching students identified	as at-risk.	effective in teaching students identified					
	identified as at-risk.	as at-risk.		as at-risk.					

Section 21: Sta	Section 21: Staffing Plans, Hiring, Management, and Evaluation						
Tonio	Ranking						
Topic	Does Not Meet	Partially Meets	Meets	Exceeds	N/A		
Section 21.5-6: Retaining and Terminating	The applicant explains the school's strategy for retaining high performing teachers who have proven to improve academic outcomes and increase educational equity in a way that is unclear. And/or the applicant does not outline the school's procedures for terminating school personnel or its lack of clarity raises significant concerns.	The applicant explains the school's strategy for retaining high performing teachers who have proven to improve academic outcomes and increase educational equity in a way that is limited and/or minimally described. And/or the applicant outlines the school's procedures for terminating school personnel, but it lacks meaningful	The applicant explains the school's strategy for retaining high performing teachers who have proven to improve academic outcomes and increase educational equity in a way that is clear. The applicant outlines the school's procedures for terminating school personnel.	The applicant explains the school's strategy for retaining high performing teachers who have proven to improve academic outcomes and increase educational equity in a way that is clear, detailed, and comprehensive. The applicant outlines in detail the school's procedures for terminating school personnel.			
Section 21.7: School Leader Evaluation	The applicant includes little or no explanation for how the school leader will be evaluated each school year and/or leadership evaluation tool(s) are not provided or unclear (Attachment 20).	detail. The applicant includes a partial and incomplete explanation of how the school leader will be evaluated each school year, and/or the evaluation tools are limited (Attachment 20).	The applicant includes a clear explanation of how the school leader will be evaluated each school year. Appropriate leadership evaluation tool(s) are provided in Attachment 20 .	The applicant includes a clear and detailed description of how the school leader will be evaluated each school year. Appropriate leadership evaluation tool(s) are provided in Attachment 20 .			
Section 21.8: Teacher Evaluation	The applicant provides little or no explanation of how teachers will be evaluated each school year and/or it is unclear which teacher evaluation tool(s) and plan will be used (Attachment 20).	The applicant's description of how teachers will be evaluated each school year is vague and lacks meaningful detail and/or it is unclear which teacher evaluation tool(s) and plan will be used (Attachment 20).	The applicant clearly describes how teachers will be evaluated each school year. Teacher evaluation tool(s) and plans are provided (Attachment 20) or the applicant indicates that the school intends to follow the state teacher evaluation plan.	The applicant clearly describes how teachers will be evaluated each school year. Detailed teacher evaluation tool(s) and plans are provided (Attachment 20).			
Section 21 (Attachment 21): Staffing Chart	 Year one positions, as well as positions Administrative, instructional, and non-i The number of classroom teachers, par Operational and support staff 	s the applicant provided a comprehensive and complete staffing chart (Attachment 21) for the school with detailed notes or roster to identify the following: Year one positions, as well as positions to be added during the five (5) year charter contract; Administrative, instructional, and non-instructional personnel; The number of classroom teachers, paraprofessionals, and specialty teachers;					

Section 22: Professional Development								
Tonic	Ranking							
Topic	Does Not Meet	Partially Meets	Meets	Exceeds	N/A			
Section 22.1: Core	The applicant includes an unclear	The applicant includes a partial	The applicant includes a clear description	The applicant includes a clear, detailed,				
Components	description of the core components of	description of the core components of	of the core components of teacher and	comprehensive description of the core				
	teacher and staff professional	teacher and staff professional	staff professional development and how	components of teacher and staff				
	development and/or how these	development and/or how these	these components will support effective	professional development and how				
	components will support effective	components will support effective	implementation of the proposed	these components will support effective				
	implementation of the proposed	implementation of the proposed	educational program; how the	implementation of the proposed				
	educational program; and/or how the	educational program; and/or how the	professional development plan will	educational program; how the				
	professional development plan will	professional development plan will	include cultural competence and	professional development plan will				
	include cultural competence and	include cultural competence and	inclusion; instructional practices proven	include cultural competence and				
	inclusion; and/or instructional practices	inclusion; and/or instructional practices	to effective with the proposed student	inclusion; instructional practices proven				
	proven to effective with the proposed	proven to effective with the proposed	population; how the school will build	to effective with the proposed student				
	student population; and/or how the	student population; and/or how the	staff capacity in the collection, analysis	population; how the school will build				
	school will build staff capacity in the	school will build staff capacity in the	and use of performance data to improve	staff capacity in the collection, analysis				
	collection, analysis and use of	collection, analysis and use of	student learning and evaluate the	and use of performance data to improve				
	performance data to improve student	performance data to improve student	school's culture and climate.	student learning and evaluate the				
	learning and evaluate the school's	learning and evaluate the school's		school's culture and climate.				
	culture and climate.	culture and climate.						
Section 22.2:	The applicant provides an insufficient	The applicant provides a partial schedule	The applicant provides a schedule	The applicant provides a schedule				
Professional	schedule (Attachment 23), and/or an	(Attachment 23), and/or a partial listing	(Attachment 23), and a clear listing of	(Attachment 23), and a clear, detailed,				
Development Schedule	insufficient listing of professional	of professional development that will	specific professional development that	comprehensive listing of specific				
	development that will take place prior to	take place prior to school opening, a	will take place prior to school opening, a	professional development that will take				
	school opening, a detailed description of	detailed description of what will be	detailed description of what will be	place prior to school opening, a detailed				
	what will be addressed during this	addressed during this induction period	addressed during this induction period	description of what will be addressed				
	induction period and how teachers will	and how teachers will be prepared to	and how teachers will be prepared to	during this induction period and how				
	be prepared to deliver any unique or	deliver any unique or particularly	deliver any unique or particularly	teachers will be prepared to deliver any				
	particularly challenging aspects of the	challenging aspects of the curriculum	challenging aspects of the curriculum	unique or particularly challenging				

ection 22: P	Professional Development Ranking						
Topic	Does Not Meet	Partially Meets	Meets	Exceeds	N/A		
	curriculum and instructional methods.	and instructional methods. And/or safety	and instructional methods. Safety and	aspects of the curriculum and			
	And/or safety and child abuse training is	and child abuse training is not explicitly	child abuse training are included in this	instructional methods. Safety and child			
	not included in this description. And/or	included in this description. And/or the	description. The applicant clearly	abuse training are included in this			
	the applicant does not describes a plan	applicant partially describes a plan with a	describes a plan with a reasonable	description. The applicant clearly and			
	with a reasonable number of expected	reasonable number of expected	number of expected days/hours for	specifically describes a plan with an			
	days/hours for professional development	days/hours for professional development	professional development throughout	significant number of expected			
	throughout the school year and how the	throughout the school year and how the	the school year and how the school's	days/hours for professional development			
	school's calendar, daily schedule, and	school's calendar, daily schedule, and	calendar, daily schedule, and staffing	throughout the school year and how the			
	staffing structure accommodate this	staffing structure accommodate this	structure accommodate this plan, the	school's calendar, daily schedule, and			
	plan, the time scheduled for common	plan, the time scheduled for common	time scheduled for common planning	staffing structure accommodate this			
	planning and collaboration and/or the	planning and/or collaboration and the	and collaboration and the specifics of	plan, the time scheduled for common			
	specifics of how this time will typically be	specifics of how this time will typically be	how this time will typically be used.	planning and collaboration and the			
	used. And/or there is an unclear or	used. And/or there is a partial	There is a connection between the	specifics of how this time will typically be			
	nonexistent connection between the	connection between the professional	professional development plan and the	used. There is a clear, cohesive			
	professional development plan and the	development plan and the educational	educational program, mission and vision.	connection between the professional			
	educational program, mission and vision.	program, mission and vision.		development plan and the educational			
				program, mission and vision.			
tion 22.3:	The applicant does not identify people,	The applicant identifies the people,	The applicant identifies the people,	The applicant identifies the people,			
ponsible Parties	position, or organization responsible for	position, or organization responsible for	position, or organization responsible for	position, or organization responsible for			
	professional development and/or the	professional development and the	professional development and the	professional development and the			
	people/organizations are not qualified to	people/organizations have limited	people/organizations are qualified to	people/organizations are highly-qualified			
	provide the professional development.	qualifications to provide the professional	provide the professional development.	to provide the professional			
	And/or there is an unclear or	development. And/or there is a partial	There is a clear explanation of the extent	development. There is a specific			
	nonexistent explanation of the extent to	explanation of the extent to which the	to which the professional development	explanation of the extent to which the			
	which the professional development will	professional development will be	will be conducted internally or externally	professional development will be			
	be conducted internally or externally and	conducted internally or externally and	and will be individualized or uniform.	conducted internally or externally and			
	will be individualized or uniform.	will be individualized or uniform.		will be individualized or uniform.			

Section 23: Pe	Section 23: Performance Framework						
Tonic	Ranking						
Topic	Does Not Meet	Partially Meets	Meets	Exceeds	N/A		
Section 23.1: Interim	The applicant insufficiently identifies the	The applicant partially identifies the	The applicant clearly identifies the	The applicant clearly and			
Assessments	primary interim and/or formative	primary interim and/or formative	primary interim and/or formative	comprehensively identifies the primary			
	assessments the school will use to assess	assessments the school will use to assess	assessments the school will use to assess	interim and/or formative assessments			
	student learning needs and progress	student learning needs and progress	student learning needs and progress	the school will use to assess student			
	throughout the year and in each grade,	throughout the year and in each grade,	throughout the year and in each grade,	learning needs and progress throughout			
	in addition to all mandatory state	in addition to all mandatory state	in addition to all mandatory state	the year and in each grade, in addition to			
	assessments, and/or does not provide an	assessments, and/or provides a limited	assessments, and provides an	all mandatory state assessments, and			
	explanation of how these interim	explanation of how these interim	explanation of how these interim	provides a comprehensive and cohesive			
	assessments align with the school's	assessments align with the school's	assessments align with the school's	explanation of how these interim			
	educational program, performance	educational program, performance	educational program, performance	assessments align with the school's			
	goals, and state standards.	goals, and state standards.	goals, and state standards.	educational program, performance			
				goals, and state standards.			
Section 23.2: Academic	The applicant includes an unclear or	The applicant includes a partial	The applicant includes a clear description	The applicant includes a clear, detailed,			
Progress	nonexistent description of how the	description of how the school will	of how the school will measure and	and comprehensive description of how			
	school will measure and evaluate	measure and evaluate academic	evaluate academic progress of individual	the school will measure and evaluate			
	academic progress of individual	progress of individual students, student	students, student cohorts, and the	academic progress of individual			
	students, student cohorts, and the	cohorts, and/or the school as a whole	school as a whole throughout the school	students, student cohorts, and the			
	school as a whole throughout the school	throughout the school year, at the end of	year, at the end of each academic year,	school as a whole throughout the school			
	year, at the end of each academic year,	each academic year, and for the term of	and for the term of the charter contract.	year, at the end of each academic year,			
	and/or for the term of the charter	the charter contract. And/or the	The applicant provides a clear	and for the term of the charter contract.			
	contract. And/or the applicant provides	applicant provides limited description of	description of how and when the data	The applicant provides a clear and			
	unclear description of how and when the	how and when the data will be collected	will be collected and with whom it will	detailed description of how and when			
	data will be collected and with whom it	and with whom it will be shared.	be shared.	the data will be collected and with whom			
	will be shared.			it will be shared.			

Section 23: Performance Framework							
Topic	Ranking						
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A		
Section 23.3: Data	The applicant provides an unclear	The applicant provides a limited	The applicant provides a clear	The applicant provides a clear and			
Analysis and	description of how the school will collect	description of how the school will collect	description of how the school will collect	comprehensive description of how the			
Management	and analyze student academic	and analyze student academic	and analyze student academic	school will collect and analyze student			
	achievement data, use the data to refine	achievement data, use the data to refine	achievement data, use the data to refine	academic achievement data, use the			
	and improve instruction, and/or report	and improve instruction, and/or report	and improve instruction, and report the	data to refine and improve instruction,			
	the data to the school community and/or	the data to the school community.	data to the school community. The	and report the data to the school			
	applicant identifies the person(s),	And/or the applicant identifies the	applicant identifies the person(s),	community. The applicant identifies the			
	position(s), and/or entities that will be	person(s), position(s), and/or entities	position(s), and/or entities that will be	person(s), position(s), and/or entities			
	responsible and involved in the	that will be responsible and involved in	responsible and involved in the	that will be responsible and involved in			
	collection and analysis of the data and	the collection and analysis of the data	collection and analysis of the data and	the collection and analysis of the data			
	these individuals are not qualified to	and these individuals have limited	these individuals are qualified to	and these individuals are highly qualified			
	complete this work. And/or there is no	qualifications to complete this work.	complete this work. There is a	to complete this work. There is a			
	connection between the data analysis	And/or there is a limited connection	connection between the data analysis	cohesive connection between the data			
	plan and the professional development	between the data analysis plan and the	plan and the professional development	analysis plan and the professional			
	plan.	professional development plan.	plan.	development plan.			
23.4: Norm-	YES or NO	l	l				
Referenced/Criterion-	If applicable, has the applicant addressed h	now the school proposes to provide summati	ve norm-referenced or criterion-based assess	sment data which demonstrates student			
Based Assessments	growth and proficiency, for students in gra	de levels not assessed by the state (i.e. Kinde	ergarten through grade 2)? Has the applicant	described how and when data will be			
	collected and with whom it will be shared?						
Section 23 (Attachment	The applicant does not provide, as	The applicant partially provides, as	The applicant provides, as Attachment	The applicant provides, as Attachment			
24): Academic and	Attachment 24, a school-specific goals	Attachment 24, a school-specific goals	24 , a completed school-specific goals	24, a completed school-specific goals			
Organizational Goals	form with academic and organizational	form with academic and organizational	form with T academic and	form with academic and organizational			
	goals and targets (minimum one	goals and targets (minimum one	organizational goals and targets	goals and targets (minimum one			
	academic and one organizational goal	academic and one organizational goal	(minimum one academic and one	academic and one organizational goal			
	aligned to mission). And/or most goals	aligned to mission). And/or some but not	organizational goal aligned to mission).	aligned to mission). All goals are clearly			
	are not stated in terms of the measures	all goals are stated in terms of the	All goals are clearly stated in terms of	and comprehensively stated in terms of			
	or assessments the school plans to use,	measures or assessments the school	the measures or assessments the school	the measures or assessments the school			
	are specific, measurable, action oriented,	plans to use, are specific, measurable,	plans to use, are specific, measurable,	plans to use, are specific, measurable,			
	realistic, relevant, and time bound.	action oriented, realistic, relevant, and	action oriented, realistic, relevant, and	action oriented, realistic, relevant, and			
		time bound.	time bound.	time bound.			

Topic	Ranking					
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A	
Section 24.1-24.4:	The applicant includes little or no	The applicant includes a limited	The applicant includes a clear description	The applicant includes a clear and		
Requirements	description of:	description of:	of the:	detailed description of		
	 The basic facilities 	 The basic facilities 	 The basic facilities 	The basic facilities		
	requirements for	requirements for	requirements for	requirements for		
	accommodating the school as	accommodating the school as	accommodating the school as	accommodating the school as		
	proposed, including number	proposed, including number	proposed, including number	proposed, including number		
	of classrooms, square footage	of classrooms, square footage	of classrooms, square footage	of classrooms, square footage		
	per classroom, common	per classroom, common	per classroom, common	per classroom, common		
	areas, overall square footage,	areas, overall square footage,	areas, overall square footage,	areas, overall square footage,		
	and amenities;	and amenities;	and amenities;	and amenities;		
	 The anticipated specialty 	 Anticipated specialty 	 Anticipated specialty 	 Anticipated specialty 		
	classroom needs, including	classroom needs, including	classroom needs, including	classroom needs, including		
	the number of each type and	the number of each type and	the number of each type and	the number of each type and		
	the number of students to be	the number of students to be	the number of students to be	the number of students to be		
	accommodated at one time.	accommodated at one time.	accommodated at one time.	accommodated at one time.		
	The anticipated	 the anticipated 	 the anticipated 	the anticipated		
	administrative/support space	administrative/support space	administrative/support space	administrative/support space		
	needs;	needs;	needs;	needs;		
	The core athletic program:	The core athletic program:	 The core athletic program: 	The core athletic program:		
	gymnasium, locker rooms,	gymnasium, locker rooms,	gymnasium, locker rooms,	gymnasium, locker rooms,		
	weight rooms, field(s)	weight rooms, field(s)	weight rooms, field(s)	weight rooms, field(s)		
	(football, soccer,	(football, soccer,	(football, soccer,	(football, soccer,		
	multipurpose),	multipurpose),	multipurpose),	multipurpose),		
	baseball/softball field, etc.,	baseball/softball field, etc.,	baseball/softball field, etc.,	baseball/softball field, etc.,		
	that is unclear.	that is unclear.	that is unclear.	that is unclear.		
	And/or the facilities requirements do not	Or the facilities requirements do not	The facilities requirements do support	The facilities requirements explicitly		
	support the educational program.	support the educational program.	the educational program.	support the educational program.		

Tonio	Ranking						
Topic	Does Not Meet	Partially Meets	Meets	Exceeds	N/A		
Section 24.5: Steps	The description of the steps already	The description of the steps already	The description of the steps already	The description of the steps already			
Already Taken	taken to identify prospective facilities as	taken to identify prospective facilities as	taken to identify prospective facilities as	taken to identify prospective facilities as	Ī		
	well as the process for identifying and	well as the process for identifying and	well as the process for identifying and	well as the process for identifying and	1		
	securing a facility, including any brokers	securing a facility, including any brokers	securing a facility, including any brokers	securing a facility, including any brokers	1		
	or consultants the applicant is employing	or consultants the applicant is employing	or consultants the applicant is employing	or consultants the applicant is employing	1		
	to navigate the real estate market, plans	to navigate the real estate market, plans	to navigate the real estate market, plans	to navigate the real estate market, plans	1		
	for renovations, timelines, financing, etc.	for renovations, timelines, financing, etc.	for renovations, timelines, financing, etc.	for renovations, timelines, financing, etc.	Ī		
	demonstrate the applicant's insufficient	demonstrate the applicant's limited	demonstrate the applicant's	demonstrate the applicant's strong	1		
	understanding of the real estate market	understanding of the real estate market	understanding of the real estate market	understanding of the real estate market	1		
	and tasks to be completed OR there is no	and tasks to be completed	and tasks to be completed.	and tasks to be completed.	Ī		
	description of the steps already taken.				Ī		
Section 24.6 and	YES or NO						
Attachment 25: MOU or	Has the applicant provided proof of the co	nmitment regarding a specific secured facilit	y OR has the application provided up to 10 p	ages of supporting documents providing	1		
Other Proof of Intent to	details about proposed facilities including r	maps, pictures, communications with realtor,	broker, etc.		Ī		
Secure Facilities	Has the applicant included a description of	Has the applicant included a description of the facility including location, size, and amenities has been provided in Attachment 25, along with proof of the commitment and					
	demonstrable supporting documents provi	ding details about the facility?					

Section 25: Transportation, Safety, and Food Service						
Topic	Ranking					
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A	
Section 25.1:	The applicant provides an insufficient or	The applicant provides a partial school	The applicant provides a clear school	The applicant provides a clear, specific,		
Transportation Plan	unclear school transportation plan	transportation plan and/or a limited	transportation plan and a clear	and comprehensive school		
	and/or an unclear or nonexistent	description of how the school plans to	description of how the school plans to	transportation plan and a clear, specific		
	description of how the school plans to	meet transportation needs for field trips	meet transportation needs for field trips	description of how the school plans to		
	meet transportation needs for field trips	and athletic events.	and athletic events.	meet transportation needs for field trips		
	and athletic events.			and athletic events.		
Section 25.2: Safety and	The applicant provides an insufficient	The applicant provides a limited plan for	The applicant provides a clear plan for	The applicant provides a clear, specific,		
Security	plan for the safety and security of	the safety and security of students, the	the safety and security of students, the	comprehensive plan for the safety and		
	students, the facility, and property, an	facility, and property, an explanation of	facility, and property, an explanation of	security of students, the facility, and		
	explanation of how that plan complies	how that plan complies with all federal,	how that plan complies with all federal,	property, an explanation of how that		
	with all federal, state, county, and city	state, county, and city health and safety	state, county, and city health and safety	plan complies with all federal, state,		
	health and safety laws, and the types of	laws, and the types of security	laws, and the types of security	county, and city health and safety laws,		
	security personnel, technology,	personnel, technology, equipment, and	personnel, technology, equipment, and	and the types of security personnel,		
	equipment, and policies that the school	policies that the school will employ.	policies that the school will employ.	technology, equipment, and policies that		
	will employ.			the school will employ.		
Section 25.3: Food	The applicant provides little or no	The applicant partially demonstrates	The applicant clearly demonstrates	The applicant clearly and explicitly		
Service	information or a description of the plans	capacity for its plans for food service and	capacity for its plans for food service and	demonstrates capacity for its plans for		
	for food service and other significant	other significant operational or ancillary	other significant operational or ancillary	food service and other significant		
	operational or ancillary services.	services.	services.	operational or ancillary services.		
Section 25 (Attachment):	YES or NO	•	•			
Insurance Coverage	Has the applicant provided a list of the types and levels of insurance coverage (Attachment 26) 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 § 13.1])?					

Section 26: Operations Plan and Capacity						
Topic	Ranking					
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A	
Section 26.1: Applicant	The applicant provides an insufficient	The applicant provides a partial	The applicant provides a clear	The applicant provides a clear, detailed,		
Team Capacity	description of the team's individual and collective qualifications for implementing the Operations Plan successfully, with strong capacity in: Staffing Professional development Performance management General operations Day-to-day facilities management State and federal compliance	description of the team's individual and collective qualifications for implementing the Operations Plan successfully, with strong capacity in: Staffing Professional development Performance management General operations Day-to-day facilities management State and federal compliance	description of the team's individual and collective qualifications for implementing the Operations Plan successfully, with strong capacity in: Staffing Professional development Performance management General operations Day-to-day facilities management State and federal compliance	and comprehensive description of the team's individual and collective qualifications for implementing the Operations Plan successfully, with strong capacity in: Staffing Professional development Performance management General operations Day-to-day facilities management State and federal compliance		
Section 26.2: Facility Acquisition and Management Capacity	The applicant provides insufficient evidence of the organization's capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable.	The applicant provides limited evidence of the organization's capacity and experience in facilities acquisition and management, including managing buildout and/or renovations, as applicable.	The applicant provides clear and sufficient evidence of the organization's capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable.	The applicant provides clear and strong evidence of the organization's capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable.		
Section 26.3: Start-Up Plan	The applicant provides little or no information or a description of its start-up plan (Attachment 27) for the school.	The applicant provides a partial start-up plan (Attachment 27) that may or may not include specifying tasks, timelines, and responsible individuals, and/or is somewhat in alignment with the start-up budget.	The applicant provides a clear start-up plan (Attachment 27) for the school specifying tasks, timelines, and responsible individuals, and is in alignment with the start-up budget.	The applicant provides a clear, comprehensive, and detailed start-up plan (Attachment 27) for the school specifying tasks, timelines, and responsible individuals, and is in alignment with the start-up budget.		

CATEGORY 3: FINANCIAL PLAN AND CAPACITY

Section 27: Financial Plan Ranking **Topic** N/A **Partially Meets** Meets **Exceeds** Section 27.1: Systems The applicant provides limited description The applicant provides an insufficient The applicant provides a clear description The applicant provides a clear, detailed, and Processes description of the systems and processes of the systems and processes the school will of the systems and processes the school will and comprehensive description of the the school will use for financial planning, use for financial planning, accounting, use for financial planning, accounting, systems and processes the school will use accounting, purchasing, and payroll, purchasing, and payroll, including a purchasing, and payroll, including a for financial planning, accounting, including a description of how the school description of how the school will establish description of how the school will establish purchasing, and payroll, including a will establish and maintain strong internal and maintain strong internal controls and and maintain strong internal controls and description of how the school will establish controls and ensure compliance with all ensure compliance with all financial ensure compliance with all financial and maintain strong internal controls and financial reporting requirements and the reporting requirements and the Accounting reporting requirements and the Accounting ensure compliance with all financial Accounting Manual for Public School Manual for Public School Districts, which Manual for Public School Districts, which reporting requirements and the Accounting Districts, which raises significant concerns demonstrates a questionable financial demonstrates a sound financial Manual for Public School Districts, which demonstrates a sound financial about the financial management of the management of the school. management of the school. management of the school. school. Section 27.2: Roles and The applicant provides an insufficient The applicant provides a limited The applicant provides a clear description The applicant provides a clear, detailed, Responsibilities description of the roles and responsibilities description of the roles and responsibilities of the roles and responsibilities of the and comprehensive description of the roles of the school's administration and of the school's administration and school's administration and governing and responsibilities of the school's governing board for school finances and it governing board for school finances which board for school finances which clearly administration and governing board for does not distinguish between each. somewhat distinguishes between each. distinguishes between each. school finances which clearly distinguishes between each. Section 27.3: Financial YES or NO Transparency Has the applicant sufficiently described 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? YES or NO Section 27.4: Budget Review Has the applicant sufficiently described how the school will regularly review its budget? Section 27 (Attachment Did the applicant include a fully completed Financial Plan Workbook (Attachment 28), which uses the per-pupil revenue guidance provided by the Commission? Did the 28): Financial Plan applicant align the Financial Plan to the educational program, staffing structure, professional development, etc? Workbook

Section 27: Financial Plan						
Tauta	Ranking					
Topic	Does Not Meet	Partially Meets	Meets	Exceeds	N/A	
Section 27 (Attachment 29): Budget Narrative	The applicant provides an insufficient line item budget narrative (Attachment 29) which includes a limited 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 does not align to the educational program and does not clearly address: Anticipated funding sources The school's contingency plan The school's ability to meet the Commission's Financial Performance Framework standards throughout the life of the charter contract Does not address most of the details named in the application (Section 27, Attachment 29).	The applicant provides a partial line item budget narrative (Attachment 29) which includes a limited 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 somewhat aligns to the educational program and partially addresses: Anticipated funding sources The school's contingency plan The school's ability to meet the Commission's Financial Performance Framework standards throughout the life of the charter contract Most but not all of the details named in the application (Section 27, Attachment 29) are included.	The applicant provides a sufficient line item budget narrative (Attachment 29) 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: Anticipated funding sources The school's contingency plan The school's ability to meet the Commission's Financial Performance Framework standards throughout the life of the charter contract All details named in the application (Section 27, Attachment 29) are included.	The applicant provides a detailed and comprehensive line item budget narrative (Attachment 29) 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 cohesively aligns to the educational program and clearly addresses: Anticipated funding sources The school's contingency plan The school's ability to meet the Commission's Financial Performance Framework standards throughout the life of the charter contract All details named in the application (Section 27, Attachment 29) are included.	N/A	
Section 27 (Attachment 30): Financial Policies and Procedures	The applicant did not include sample financial policies and procedures including financial planning, accounting, purchasing, and payroll, the establishment and maintenance of strong internal controls to ensure compliance with all financial reporting requirements and the School District Accounting manual and/or the policies and procedures do not align to best practices. The year one cash flow contingency is not described.	The applicant included sample financial policies and procedures including financial planning, accounting, purchasing, and payroll, the establishment and maintenance of strong internal controls to ensure compliance with all financial reporting requirements and the School District Accounting manual. The policies and procedures align to best practices. The year one cash flow contingency described is limited.	The applicant included sample financial policies and procedures including financial planning, accounting, purchasing, and payroll, the establishment and maintenance of strong internal controls to ensure compliance with all financial reporting requirements and the School District Accounting manual. The policies and procedures consistently align to best practices. The year one cash flow contingency described in detail.	The applicant included sample financial policies and procedures including financial planning, accounting, purchasing, and payroll, the establishment and maintenance of strong internal controls to ensure compliance with all financial reporting requirements and the School District Accounting manual. The policies and procedures consistently align to best practices. The year one cash flow contingency described in detail.		

Section 27: Financial Plan						
Topic	Ranking					
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A	
Section 27 (Attachment	YES or NO					
31): Philanthropic	Is there evidence of philanthropic funding commitments?					
Funding Commitments						
Section 27 (Attachment	The applicant does not provide a long-	The applicant provides a partial long-	The applicant provides a clear detailed	The applicant provides a clear,		
32): Fundraising Plan	term fundraising plan; plan does not	term fundraising plan, including specifics	long-term fundraising plan, including	comprehensive, detailed long-term		
	describe how the school will sustain any	about the timeline and person	specifics about the timeline and person	fundraising plan, including specifics		
	necessary fundraising, who will take the	responsible for each task; plan partially	responsible for each task; plan clearly	about the timeline and person		
	lead in implementing, and/or how the	describes how the school will sustain	describes how the school will sustain	responsible for each task; plan clearly		
	board members will be engaged.	any necessary fundraising, who will take	any necessary fundraising, who will take	and specifically describes how the		
		the lead in implementing, and/or how	the lead in implementing, and how the	school will sustain any necessary		
		the board members will be engaged.	board members will be engaged.	fundraising, who will take the lead in		
				implementing, and how the board		
				members will be engaged.		

Section 28: Financial Management Capacity						
Topic	Ranking					
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A	
Section 28.1: Applicant	The applicant provides little or no	The applicant provides a limited and/or	The applicant clearly demonstrates the	The applicant clearly and		
Team Capacity	description of the team's individual and	incomplete description of the team's	team's individual and collective	comprehensively demonstrates the		
	collective qualifications for implementing	individual and collective qualifications	qualifications for implementing the	team's individual and collective		
	the Financial Plan successfully.	for implementing the Financial Plan	Financial Plan successfully, including	qualifications for implementing the		
		successfully.	capacity in areas such as:	Financial Plan successfully.		
	And/or the applicant does not		Financial management;			
	sufficiently address:	And/or the applicant addresses some of	Fundraising and development; and	There is strong evidence of capacity in		
	Financial management;	the following or did so in a limited	 Accounting and internal controls. 	the school's:		
	Fundraising and development;	manner:		Financial management;		
	Accounting and internal controls.	■ Financial management;		Fundraising and development;		
		Fundraising and development;		 Accounting and internal controls. 		
		Accounting and internal controls.				
Section 28 (Attachment	YES or NO					
33): Internal Financial	Has the applicant provided the most recent internal financial statements, inclusive of clear and complete balance sheets and income statements for the organization and any					
Statements	related business entities? Are school level and overall operations are clearly and distinctly represented (Attachment 33)? Does the evidence demonstrate financial health and viability?					
Section 28 (Attachment	YES or NO					
34): Audits	If applicable, has the applicant provided the last three years of independent financial audit reports and management letters with no findings, for the organization as a whole					
	and any related business entities (Attachment 34)?					

CATEGORY 4: EXISTING OPERATORS AND PLANNED GROWTH

Section 29: Existing Operators or Charter Management Organization Growth and Expansion/Replication of Current Schools

Topic	Ranking					
	Does Not Meet	Partially Meets	Meets	Exceeds	N/A	
Section 29.1: Growth	The applicant includes little to no	The applicant includes a limited	The applicant includes a clear description	The applicant includes a clear, detailed,		
Plans and Capacity	description of the organization's growth	description of the organization's growth	of the organization's growth plans,	and comprehensive description of the		
	plans and capacity to successfully	plans and capacity to successfully	including the total number of charter	organization's growth plans, including		
	support and execute that plan, including	support and execute that plan, including	schools it hopes to operate in WA state,	the total number of charter schools it		
	business plans to support anticipated	business plans to support anticipated	and capacity to successfully support and	hopes to operate in WA state, and		
	growth, which raises significant concerns	growth, which indicates questions	execute that plan, including business	capacity to successfully support and		
	for continued capacity for growth.	around the likelihood for continued	plans to support anticipated growth,	execute that plan, including business		
		capacity for growth.	which indicates a likelihood for	plans to support anticipated growth,		
			continued capacity for growth.	which indicates a strong likelihood for		
				continued capacity for growth.		
Section 29.2: Closed	The applicant does not address or does	The applicant partially addresses	The applicant either discloses any	The applicant reports that no schools		
and/or Non-Renewed	not indicate that there are no school	disclosure of schools that have been	schools that have been closed or non-	have been closed, non-renewed, or had		
School(s) Disclosure	closures, revocations or non-renewals by	closed or non-renewed, or charters that	renewed, or charters that have been	their charters revoked by any authorizer.		
	any authorizer to report.	have been revoked by any authorizer.	revoked by any authorizer, or indicated			
			that there are no school closures,			
			revocations or non-renewals to report.			
Section 29 (Attachment	The applicant does not provide or	The applicant provides a status report	The applicant provides a status report	The applicant clearly and		
35): Authorized School	address the status report regarding	regarding compliance with each	regarding compliance with each	comprehensively demonstrates		
Status Report	compliance with each preopening	preopening condition for applicants	preopening condition for applicants	compliance with each preopening		
	condition for applicants authorized to	authorized to open a school in the 2020	authorized to open a school in the 2020	condition for applicants authorized to		
	open a school in the 2020 school year	school year and beyond, though it is	school year and beyond, whether by the	open a school in the 2020 school year		
	and beyond, whether by the Commission	limited in scope and/or provides	Commission or another authorizer.	and beyond, whether by the Commission		
	or another authorizer.	insufficient detail.		or another authorizer.		
Section 29 (Attachment	YES or NO					
36): Portfolio Summary	Has the applicant completed all requested information for each of the organization's schools via the Portfolio Summary Template (Attachment 36)? Does the information					
Template	provided indicate that there is strong or pro	omising student academic performance?				