

The Charter Request for Applications Evaluation Rubric is used as a guide for the review and evaluation of charter applications by the third-party independent evaluator.

- Local authorizers may use these standards in the local evaluation process but are not required to do so.
- Charter Applicants typically use these standards as a guide throughout the development of the charter application and as a rubric against which to evaluate the completeness and quality of the proposed charter application.
- The Department of Education uses these standards as the basis for the third-party review conducted by an independent third party team of reviewers.

**Note:** Based upon lessons learned and feedback received following the 2020-2021 cycle, the LDOE has and will continue to refine the evaluation standards to be used in the upcoming 2021-2022 BESE-Authorized Charter RFA cycle.

The final draft of standards to be used in the upcoming BESE-Authorized Charter RFA cycle will be finalized and posted on the [Charter Authorization](#) page of the Department's website no later than April 13, 2022—one month before the 2021-2022 BESE-Authorized Charter Cycle begins.

The Charter Application Evaluation Rubric includes two sets of standards:

- Holistic standards that evaluators will apply across all evidence presented
- Standards that apply to specific pieces of evidence presented in the application

### **Holistic Standards**

When evaluating the evidence provided by charter applicant groups, the evaluator will evaluate the following holistic standards in addition to the standards within each section. The evaluator will identify evidence pertaining to the holistic standard at each stage of the application process. The final recommendation made by the evaluator will take into account both the holistic standards and the standards that apply to specific sections of the application and performance tasks.

Holistic Standard	Example Evidence of Standard Not Being Met
Comprehensiveness - No requested information or essential pieces of the school’s plan are left out of the proposal.	The application mentions that there is a student recruitment plan, but the plan is not discussed anywhere in the application.
Support - All claims are backed up with data, citations, or expert testimony.	The application states that 150 parents would send their kids to the proposed school, but the application does not provide evidence that speaks to how the data was collected or why it is reliable.
Mission Alignment – All pieces of the plan are working towards the same purpose.	The application includes a character education program, but character education is neither a component of the mission nor is there a description of how character education will contribute to the academic purpose of the school described by the mission.
Cohesion – All pieces of the plan are integrated with each other.	The number of students used to create financial projections is not the same as the target number of students described in the overview template.

The rest of this document outlines the New Operator, Experienced Operator and Virtual Operator standards that will be used by the third-party evaluator to evaluate charter applications submitted to BESE. Local authorizers may use these standards to guide their review of applications.

Some questions and standards are non-evaluative and are for review only, as indicated throughout this document. These questions are still required but will not be included in the overall standards count.

Note: Responses to each question asked in the charter application will first be evaluated for completeness. Incomplete responses will not be considered. Please ensure that the application submitted addresses each aspect of the question as written in the charter application.

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## New Operator Application Standards

Executive Summary		
Question #	Question	Evaluation Standard
ES. 1	<p>Mission and Vision. State the mission and vision of the proposed school. The mission is a statement of the fundamental purpose of the school, describing why it exists. The vision statement outlines how the school will operate and what it will achieve in the long term. The mission and vision statement provide the foundation for the entire proposal. The mission and vision statement, taken together, should:</p> <ol style="list-style-type: none"> <li>Identify the students and community to be served;</li> <li>Illustrate what success will look like; and</li> <li>Align with the purposes of the state charter school law.</li> </ol>	<ol style="list-style-type: none"> <li>The school’s mission is outlined in a clear statement that defines the fundamental purpose of this school and why it should exist.</li> <li>The school’s vision is outlined in a clear statement that describes how the school will operate and the long- term impacts it will achieve in order to be successful.</li> <li>The applicant group proposes a school that exists to serve a specific student population and community as demonstrated/driven by an identified need within the specific community as well as a clear definition of success and demonstrable alignment with the purposes of charter schools outlined in <a href="#">Louisiana Revised Statutes 17:3972</a> and Bulletin 126, §105: “Purpose of Charter Schools”.</li> </ol>
ES.2	<p>Anticipated Student Population and Educational Need. Describe the anticipated student population you seek to serve through the approval of the proposed school. Explain how the intended student population is representative of the demographics of the location. Provide rationale for seeking to serve this specified student population and community.</p>	<ol style="list-style-type: none"> <li>The applicant group demonstrates a clear understanding of the educational needs of the proposed student population and community.</li> <li>The applicant group is able to justify that the proposed student population exists in the selected location.</li> </ol>
ES.3	<p>Education Plan. Provide an overview of the education program of the proposed school, including major instructional methods. Describe the evidence that demonstrates the school model will be successful in improving academic achievement for the above defined student population. Summarize what the proposed school would do more effectively than the schools that are now serving the targeted population.</p>	<ol style="list-style-type: none"> <li>The applicant group provides a concise overview of the educational program that effectively highlights the key aspects of the program that will lead to greater student success than the current educational options in which the school currently seeks to locate.</li> </ol>

ES.4	Applicant groups that have submitted charter applicants previously, list the dates of previous submissions. Explain how you have taken the feedback from previous evaluations to reflect and revise the application. Address the deficiencies identified in the most recent evaluation and describe the changes made. Additionally, describe any changes to board leadership or school leadership since the most recent application.	1. The applicant group demonstrates the ability to continually improve between application cycles by identifying key deficiencies in prior application(s) and making decisions that will best position the applicant group and proposed school to be successful. All areas where the application has been revised from previous submissions are explicitly identified (if applicable).
<b>Educational Program and Capacity: School Establishment</b>		
Question #	Question	Evaluation Standard
SE.1	Provide a narrative analysis of the community you seek to serve in the proposed school including: a. A description of the community from which the proposed school intends to draw students, including proposed physical address and parish; b. The applicant’s rationale for selecting the community; c. Performance of local schools in meeting the community’s need; and d. How the proposed school would serve the community you seek to serve more effectively than the schools that are now serving the intended community.	1. The applicant group provides a comprehensive analysis that demonstrates a strong understanding of the community in which the proposed school seeks to locate.  2. The applicant group provides a clear rationale for selecting the given location or community based on community demographics and educational need.  3. The applicant group provides clear and compelling evidence that the proposed school will be able to more effectively serve the community than the options that currently exist.
SE.2	Provide an overview of the student population you seek to serve in the proposed school, which includes: a. Racial and socioeconomic demographics; b. Percentage of special education students; c. Percentage of English Learners; d. Percentage of homeless students; and e. Anticipated academic, social, emotional and physical health needs.	1. The applicant group provides a thorough overview of the intended student population that incorporates key data regarding student demographics, subgroup status, and likelihood of extenuating circumstances (homelessness, foster youth, etc.).  2. The applicant group demonstrates a clear understanding of the anticipated academic, social, emotional and physical health needs of the intended student population supported by evidence-based best practices.
SE.3	Based on your outreach, research, and understanding of the community and students you seek to serve, what are the top three things that present challenges to the success of the students in the community you seek to	1. The applicant group clearly articulates the top three barriers to student success in the community in which the school seeks to locate, justified by the school’s evidence of community outreach, research and understanding of the community need.

	serve? What does your proposed school intend to do to address these challenges?	2. The applicant group provides at least one solution for each of the barriers to student success identified.
SE.4	Why is the proposed school a good fit for the previously identified community and students?	1. The applicant group can articulate the key reasons why the proposed school would be an asset to the local community.
SE.5	Describe the programmatic impact the proposed school would have on existing schools in the same geographic area as the proposed school location. Responses should include: <ul style="list-style-type: none"> <li>a. A table listing the existing educational options and grades served available to the intended student population; and</li> <li>b. Analysis of the various programs and/or instructional approaches currently offered to the intended student population compared to what the proposed school will offer.</li> </ul>	<p>1. The applicant group demonstrates a clear understanding of the existing schools in the same geographic area of the proposed location.</p> <p>2. The applicant group can clearly identify and articulate key differences in academic programming and/or instructional models between currently existing schools in the intended geographic area and those that will be utilized by the proposed school.</p>
SE.6	Provide a narrative description of the way in which stakeholders in the intended community were engaged regarding the proposed charter school, including; <ul style="list-style-type: none"> <li>a. Description of the stakeholders engaged;</li> <li>b. Reflection of stakeholders not engaged and potential barriers to them being included;</li> <li>c. Strategies used to solicit community input regarding the educational and programmatic needs of students and the plan to meet those needs;</li> <li>d. The method and nature of feedback received from community stakeholders and the process for incorporating that feedback into the submitted application; and</li> <li>e. The extent to which, if at all, the proposal incorporates community input regarding the educational and programmatic needs of students.</li> </ul>	<p>1. The applicant group provides evidence of the wide range of stakeholders that were engaged in this process while identifying those that were not and the reasons or barriers that may have led to non-engagement with these individuals or groups.</p> <p>2. The applicant group provides specific information regarding the strategies, methods and timeline used to solicit community input throughout the process of developing the charter application.</p> <p>3. The applicant group specifically describes the nature of feedback received and the extent to which this feedback resulted in changes, updates or enhancements to the charter application by citing specific examples, as applicable.</p>
SE.7	Provide a narrative description of support for the proposed school from community stakeholders, including a candid analysis of the depth of support and opposition	[Non-evaluative question]

	to the school.	
	<i>Appendix 1: Submit documents that provide evidence of community support (e.g. letters of support from community stakeholders, emails with evidence of support, and/or survey results. Please refrain from submitting signed petitions) Include a cover sheet with a table that identifies each document included with the evidence for this request, its page number, and a brief description of the document.</i>	[Non-evaluative question]
<b>Educational Program and Capacity: Academic Plan</b>		
Question #	Question	Evaluation Standard
AP.1	Provide a clear and concise overview of the proposed school model, highlighting the key design elements of the school model critical to its success in serving the intended student population, including: <ul style="list-style-type: none"> <li>a. The key design elements that reflect the school’s mission and vision; and</li> <li>b. A clear rationale for the school model and key design elements, citing research and evidence of success for improving academic achievement with similar student populations, or for innovative or untested models, a strong rationale for the likelihood of success.</li> </ul>	<ol style="list-style-type: none"> <li>1. The applicant group includes a clear and concise overview of the proposed school model including descriptions of the key design elements in the school’s academic plan and alignment with the proposed school’s mission and vision.</li> <li>2. The applicant group provides a clear rationale for the selection of the given school model and key design elements based on either: <ul style="list-style-type: none"> <li>on a track record of success with similar student populations (proven models)</li> <li>OR</li> <li>Evidence-based justification that the proposed model has been successful in improving academic achievement for the intended student population (innovative, untested models).</li> </ul> </li> </ol>
AP.2	In Louisiana, charter schools are able to purchase instructional materials that are best for their students. For core content areas (English language arts, mathematics, science, and social studies), identify the curricula your school will use, such as textbook selections and supporting materials by subject and/or grade level, including: <ul style="list-style-type: none"> <li>a. A summary of how the selection supports the intended student population;</li> <li>b. Identification of the Tier of the chosen curriculum as</li> </ul>	<ol style="list-style-type: none"> <li>1. The applicant has selected curricula with a demonstrated track record of success when used by similar student populations, including diverse learners.</li> <li>2. The applicant group has selected primary curricula that are either rated Tier 1 by the Louisiana Department of Education (LDOE), OR if the LDOE has not yet rated the selected curricula, the applicant correctly demonstrates using the LDOE’s Instructional Materials Review Rubric they meet the standards of a Tier 1 rating. I</li> </ol>

	<p>determined by the Louisiana Department of Education (this shall be included on the overview template);</p> <ul style="list-style-type: none"> <li>a. If the selection is not rated by LDOE, submit evidence that you have conducted a local review process, inclusive of a timeline (see pg.4), using the <a href="#">Instructional Materials Reviews</a>.</li> <li>c. Evidence of how this curriculum includes specific strategies for diverse learners; and</li> <li>d. An explanation of the way in which you will intentionally supplement the curriculum to provide the intended student population with representations of their racial, ethnic, and cultural backgrounds without the perpetuation of stereotypes or deficit perspectives.</li> </ul>	<p>3. The applicant group provides a description of the specific tools, resources and methods that will be used to supplement curricula in order to ensure that the intended student population is provided with authentic representations of their racial, ethnic and cultural background devoid of stereotypes or deficit perspectives.</p>
AP.3	<p>Describe the basic learning environment, including class size and structure.</p>	<ul style="list-style-type: none"> <li>1. The applicant group provides a clear description of the learning environment aligned to the proposed academic model and staffing plans outlined in this application.</li> <li>2. The learning environment as described by the applicant group, is aligned to the academic plan and suitable to the instructional model of the proposed school.</li> </ul>
AP.4	<p>Describe the instructional strategies, methods and techniques to be employed in the school, including:</p> <ul style="list-style-type: none"> <li>a. Research or existing models that support the use of these instructional strategies, methods, and/or techniques;</li> <li>b. An explanation of the alignment to the school's model and further its specific mission, and key design elements; and</li> <li>c. Evidence they are well suited for the intended student population.</li> </ul>	<ul style="list-style-type: none"> <li>1. The applicant group provides a detailed description of the instructional strategies and methods to be used at the proposed school that demonstrates strong alignment to the school's mission, vision and academic model.</li> <li>2. The applicant group provides evidence that the instructional strategies identified have a proven track record of success or a high likelihood of success based on research when utilized with populations similar to the intended student population.</li> </ul>
AP.5	<p>Provide a detailed hybrid learning plan that includes the following:</p>	<ul style="list-style-type: none"> <li>1. The applicant group provides a logical, feasible and comprehensive plan to implement a hybrid learning model when necessary.</li> </ul>

	<ul style="list-style-type: none"> <li>a. Circumstances under which this plan would be implemented;</li> <li>b. A plan to acquire and disseminate technology to students;</li> <li>c. A plan to track and monitor attendance in a virtual setting;</li> <li>d. Identification of the Learning Management System (LMS) to be employed;</li> <li>e. A plan to provide training and technical support on the LMS to staff, families and students; and</li> <li>f. A plan to communicate with staff, families and students virtually.</li> </ul>	<p>2. The conditions under which a hybrid model would be implemented are clearly defined along with the steps to be carried out and timeline associated with pivoting from in-person instruction to a hybrid model.</p> <p>3. The applicant group has a clear and feasible plan to acquire and disseminate technology to new and re-enrolling students that addresses the logistics and funding streams necessary to ensure that each student has the technology necessary to fully participate in the virtual program.</p> <p>4. The applicant group provides a comprehensive plan outlining the steps that will be taken to ensure that students are protected from unsafe and/or inappropriate content.</p> <p>5. The applicant group provides a logical and feasible plan to minimize the loss of learning time for students in the event of unforeseen technical difficulties (i.e. no access to internet, computer is lost/stolen/broken, cell phones and tablets are lost/stolen/broken, etc.).</p> <p>6. The applicant group provides a training and technical support plan that will effectively and efficiently teach students and families to use the LMS and ensure that students may access the virtual environment within a reasonable time frame, comparable to student access when enrolling in a brick and mortar facility.</p> <p>7. The applicant group outlines the methods and frequency by which 100% of students, families and staff members will receive regular, accessible communication from the school before and during the implementation of a hybrid learning plan.</p>
AP.6	<p>In addition to core content offerings and graduation requirements (for high schools), are there other classes or courses the proposed school will offer? If so, explain how these offerings align to the proposed school model and mission and will benefit the intended student population.</p>	<p>1. All non-essential* courses to be offered are clearly aligned to the school's proposed model and mission and the applicant group clearly articulates the benefit that each course offers to the intended student population.</p> <p><i>*Non-Essential = Coursework NOT required to meet graduation requirements</i></p>
AP.7 (High Schools)	<p>What diploma pathways and Jump Start 2.0 pathways, IB, and Cambridge Courses will the proposed school offer?*</p>	<p>1. The applicant group demonstrates a clear understanding of each diploma pathway available to students in Louisiana and has a logical and feasible plan to</p>



<p>Only)</p>	<p><i>Appendix 2: Provide an outline of course offerings by diploma type(s) offered at the proposed school by grade level and year of operation for the initial charter term.</i></p> <p><i>Appendix 3: Using a table, identify by grade level and year of operation, Advanced Placement Course Offerings, Dual Enrollment, ACT preparation and Career and Technical Education Courses you will offer to students.</i></p> <p><i>Appendix 4: List the Industry-Based Credentials students will have the opportunity to earn aligned to the CTE course offerings.</i></p> <p><i>*Based on the proposed school model and programmatic offerings, some standards may not be applicable (College Preparatory program standards, Jumpstart Pathway standards)</i></p>	<p>ensure that students meet all requirements of the chosen diploma pathway in four years or less (five for Transitional 9<sup>th</sup> grade students).</p> <ol style="list-style-type: none"> <li>2. The applicant group provides a clear description of the process by which students will select their desired diploma pathway as well as the supports that will be offered to students, and the methods by which the proposed school will guarantee equity of access for all students.</li> <li>3. The applicant group demonstrates a clear understanding of college preparatory programs and curricula that the proposed school will make available to students (e.g. Advanced Placement, International Baccalaureate, Dual Enrollment, Cambridge AICE, etc.).</li> <li>4. The applicant group has a logical and feasible plan to ensure that all students can meet the requirements of the given college preparatory program in four years or less (five for Transitional 9<sup>th</sup> grade students).</li> <li>5. The applicant group provides a strong rationale for choosing the specific college preparatory programs or curricula that will be offered to students at the proposed school. Responses should consider the resulting post-secondary opportunities available to participating students, additional teacher training/certification requirements, and the degree to which the chosen program will realistically result in post-secondary readiness and success.</li> <li>6. The applicant group provides a clear description of the process by which students will choose to participate (if optional) in college preparatory programs or curricula (e.g. AP, IB, DE, CAICE, etc.) as well as the supports that will be offered to students, and the methods by which the proposed school will guarantee equity of access for all students.</li> <li>7. The applicant group demonstrates a clear understanding of the Jumpstart 2.0 program and the chosen pathway(s) that will be available to students at the proposed school.</li> <li>8. The applicant group provides a strong rationale for choosing the specific</li> </ol>
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		<p>Jumpstart 2.0 pathway(s) that will be offered to students at the proposed school. Responses should consider local career opportunities, availability of community partnerships, additional teacher training and/or certification needs, and the degree to which the chosen pathway will realistically provide students opportunities in high-wage, high-demand career fields upon graduation.</p> <p>9. The applicant group provides a clear description of the process by which students will select their desired Jumpstart 2.0 pathway as well the supports that will be offered to students, and the methods by which the proposed school will guarantee equity of access for all students.</p> <p>10. The applicant group provides a logical and feasible plan to ensure that students meet all requirements of the chosen Jumpstart 2.0 pathway in four years or less (five for Transitional 9<sup>th</sup> grade students).</p>
AP.8 (High Schools Only)	What Industry-Based Certificate Assessments will be offered to students on a Jump Start 2.0 pathway?	<p>1. The applicant group can clearly articulate which IBC assessments must be offered to students in order to meet requirements of the Jumpstart 2.0 pathway(s) that the school intends to offer.</p> <p>2. The applicant group has a logical and feasible plan to execute the IBC-assessment related aspects of the school's overall assessment plan.</p>
AP.9 (High School Only)	Explain what systems and structures the school will implement for students at risk of dropping out.	<p>1. The applicant group demonstrates a clear understanding of the factors that place students at-risk of dropping out (in general and any that may be specific to the community in which the proposed school intends to locate).</p> <p>2. The applicant group clearly describes the specific evidence-based systems and structures that will be put in place to mitigate the risk of student drop-out.</p> <p>3. The applicant group has a logical and feasible plan to enact the drop-out prevention measures proposed in this section.</p>
AP.10 (High Schools Only)	Does the school plan to seek approval to participate in athletics with the Louisiana High School Athletic Association?	[Non-evaluative question]
AP. 11	Describe the diagnostic, formative and summative	1. The applicant group provides a clear description of each diagnostic, formative

	<p>assessments the school will use to evaluate student knowledge and skills. This response should:</p> <ol style="list-style-type: none"> <li>Describe each assessment’s purpose, design, format and rationale for its selection;</li> <li>Describe the alignment to LEAP 2025 and ACT (for high school applicants);</li> <li>Describe how the school will collect and analyze assessment results;</li> <li>Describe how instructional leaders and teachers will use the assessment data to inform programmatic and instructional planning decisions and adjust instruction, curricula, and professional development; and</li> <li>Explain how the school will communicate with parents/guardians and students about academic achievement and progress.</li> </ol>	<p>and summative assessment the proposed school will use to evaluate student knowledge including the purpose, design, and frequency of administration for each assessment.</p> <ol style="list-style-type: none"> <li>The applicant group provides a clear rationale for the selection of each assessment and demonstrates that the assessments selected are aligned to Louisiana State Standards, LEAP 2025 and the ACT*</li> <li>The applicant group has selected primary assessments that are rated either Tier 1 by the Louisiana Department of Education (LDOE), are produced as part of a Tier 1-rated curriculum, are part of Louisiana’s Comprehensive Assessment System (LEAP 360), OR if the LDOE has not yet rated the selected assessments, the applicant correctly demonstrates using the LDOE’s Instructional Materials Review Rubric they meet the standards of a Tier 1 rating.</li> <li>The applicant group describes a data-driven decision-making process that informs all crucial aspects of the school’s proposed model including instructional and programmatic offerings, curricular choice, and professional development opportunities.</li> <li>The applicant group clearly articulates the process and frequency by which data will be analyzed, the personnel that will be responsible for analyzing this data, and the specific ways in which data will be used to adjust instructional practices, programmatic offerings, staffing decisions, professional development opportunities, and the continued use of the intended curriculum.</li> <li>The applicant group provides a clear plan that outlines the methods and frequency by which student progress and achievement will be communicated to students and parents/guardians.</li> </ol> <p>*ACT alignment = High School Applicants Only.</p>
AP.12	<p><i>Appendix 5: Provide a copy of the school’s proposed calendar for its first year of operation that clearly articulates:</i></p> <ol style="list-style-type: none"> <li><i>Total number of instructional days (this shall be</i></li> </ol>	<ol style="list-style-type: none"> <li>The applicant group demonstrates that the proposed calendar meets the minimum amount of instructional time for all students as outlined in Louisiana law and policy.</li> <li>The proposed school’s calendar includes additional “contingency days” to be</li> </ol>

	<p><i>included in the overview template);</i></p> <ul style="list-style-type: none"> <li>b. <i>Total number of hours of instruction (not including breakfast, lunch, bathroom breaks, transition times, dismissal, or after-school activities)(this shall be included in the overview template)</i></li> <li>c. <i>First and last day of class;</i></li> <li>d. <i>For high schools, clearly indicate any adjustment to seniors last day of class;</i></li> <li>e. <i>Organization of the school year (semester, trimester, quarter, etc.);</i></li> <li>f. <i>All planned holidays and other days off, including half days; and</i></li> <li>g. <i>Dates for summer school, orientation, and any other activities outside of the core academic calendar, if planned.</i></li> </ul>	<p>utilized in the case of short-term school closures (e.g. hurricanes, snow days, etc.) or has sufficient additional instructional time above the minimum instructional time as outlined in Louisiana law and policy to account for short-term school closures.</p>
<p>AP.13</p>	<p><i>Appendix 6: For each division of the school (e.g., lower elementary, upper elementary, middle and high), provide a sample student schedule for a typical week.</i></p> <p><i>*The schedule provided should be for a student in a grade that the proposed school will serve in the first or fifth year of operation</i></p>	<ol style="list-style-type: none"> <li>1. The applicant group provides a detailed student schedule for each division of the proposed school that reflects the proposed academic program and clearly outlines the amount of time spent in core courses, non-core courses, student support structures (remediation, enrichment, intervention, etc.) and additional essential aspects of a typical student’s week at the proposed school. Meals, passing periods, extended day programming and any additional non-academic portions of the student day must be included with time stamps.</li> <li>2. The proposed student schedule provided aligns with the staffing and organizational plan submitted within the application (staffing plan and organizational plan include the staff/teachers to support the instruction of identified courses).</li> </ol>
<p>AP.14</p>	<p><i>Appendix 7: Provide a sample student schedule for a typical week for a student that is an English Language Learner.</i></p> <p><i>The Department recognizes that not all English Learners are alike and may vary widely in terms of English Language Proficiency and Development. For the purpose of providing this schedule, create a hypothetical EL student and provide the following information for the</i></p>	<ol style="list-style-type: none"> <li>1. The applicant group provides a sample student schedule that reflects the proposed academic program and clearly outlines the amount of time spent in core courses, non-core courses, student support structures (remediation, enrichment, intervention, etc.) and additional essential aspects of a typical student’s week at the proposed school. Meals, passing periods, extended day programming and any additional non-academic portions of the student day must be included with time-stamps.</li> <li>2. The sample schedule provided demonstrates a strong understanding of and</li> </ol>

	<p><i>hypothetical student:</i> <i>Grade level of the EL student</i> <i>Proficiency Determination as defined by English Language Proficiency Test (Emerging or Progressing only)</i> <i>Any other data or assumptions involved in creating the student schedule.</i> <i>The schedule provided should be for a student in a grade that the proposed school will serve in the first or fifth year of operation.</i></p>	<p>commitment to implementing the main strategies (as applicable) outlined in the <a href="#">LDOE’s English Learner Guidebook</a>.</p> <ol style="list-style-type: none"> <li>3. The sample student schedule clearly delineates the times, delivery method (push-in, pull-out) and environment (inclusive, self-contained) in which the hypothetical EL student will receive English Language Development instruction.</li> <li>4. The applicant group provides evidence that the proposed student schedule allows for the given student to meet the total number of required instructional minutes as required by Louisiana law and policy.</li> <li>5. The proposed student schedule provided aligns with the staffing and organizational plan submitted within the application (staffing plan and organizational plan include the staff/teachers to support the instruction of identified courses for EL students)</li> </ol>
<p>AP.15</p>	<p><i>Appendix 8: Provide a sample student schedule for a typical week for a student with exceptionalities.</i></p> <p><i>*The Department recognizes that not all Students with Exceptionalities are alike and may vary widely in terms of present level of academic and functional performance (PLAAFP). For the purpose of providing this schedule, create a hypothetical student and provide the following information about the student:</i></p> <ol style="list-style-type: none"> <li><i>Grade level of the student</i></li> <li><i>Student’s Primary Exceptionality (may not use Speech/Language Impairment or Gifted/Talented)</i></li> <li><i>The weekly services that the student receives, the number of minutes per service, and the setting in which each service is provided.</i></li> </ol> <p><i>**The schedule provided should be for a student in a grade that the proposed school will serve in the first or fifth year of operation.</i></p>	<ol style="list-style-type: none"> <li>1. The applicant group provides a sample student schedule that reflects the proposed academic program and clearly outlines the amount of time spent in core courses, non-core courses, student support structures (remediation, enrichment, intervention, etc.) and additional essential aspects of a typical student’s week at the proposed school. Meals, passing periods, extended day programming and any additional non-academic portions of the student day must be included with time-stamps.</li> <li>2. The sample schedule provided demonstrates a strong understanding of and commitment to implementing the main strategies (as applicable) outlined in the <a href="#">LDOE’s Strategies for Success: A Guidebook for Supporting Students with Disabilities</a>.</li> <li>3. The sample student schedule clearly delineates the times, delivery method (push-in, pull-out) and environment (inclusive, self-contained) in which the hypothetical student will receive special education instruction and related services.</li> <li>4. The applicant group provides evidence that the proposed student schedule allows for the given student to meet the total number of required instructional minutes as required by Louisiana law and policy.</li> </ol>

		<p>5. The proposed student schedule provided aligns with the staffing and organizational plan submitted within the application (staffing plan and organizational plan include the staff/teachers to support the instruction of identified Special Education courses)</p>
<p>AP.16</p>	<p>Discuss the school’s methods and strategies for identifying and serving students that are struggling academically and at risk of academic failure, including:</p> <ol style="list-style-type: none"> <li>a. How the school will determine and identify which students are struggling within the context of a Response to Intervention (RTI) program.</li> <li>b. Clearly define the term “struggling student” as it would be applied in the school;</li> <li>c. The strategies, programs, supports, resources, and personnel the school will devote to assisting struggling students within the general education setting;</li> <li>d. Any research or evidence that supports the appropriateness and effectiveness of the proposed approach;</li> <li>e. The process that the school will use to evaluate the efficacy of the program; and</li> <li>f. The system the school will use to monitor the demographic data of the students identified as struggling students and the approach that will be taken if data suggests disproportionate or over-identification of any sub group.</li> </ol>	<ol style="list-style-type: none"> <li>1. The Response to Intervention program as described by the applicant group is robust, comprehensive, evidence- based and capable of being executed with the staffing and funding resources described in the charter application.</li> <li>2. The applicant provides a clear and appropriate definition of the term “struggling student”</li> <li>3. The applicant group has a clearly articulated plan with regular checkpoints, key indicators and evidence of success that the proposed school will utilize to determine the efficacy of the RTI program.</li> <li>4. The applicant group has clear safeguards and protocols in place for the ongoing review of student data to protect against continued disproportionate and/or over-identification of students belonging to historically marginalized subgroups as “struggling students”</li> <li>5. The applicant group outlines clear steps that will be taken as corrective action should data suggest that subgroup disproportionality and/or over-identification has occurred.</li> </ol>
<p>AP.17</p>	<p>Discuss the school’s methods and strategies for identifying and serving students with exceptionalities in compliance with all federal laws and regulations without regurgitation of the law and include:</p> <ol style="list-style-type: none"> <li>a. The process for identifying students with disabilities (child find), within the context of the school’s RTI process;</li> </ol>	<ol style="list-style-type: none"> <li>1. The applicant group provides a logical, feasible and comprehensive and evidence-based plan to identify and serve Students with Exceptionalities</li> <li>2. The applicant group provides a logical and feasible plan to screen all students and ensure that students suspected of or known to have a disability are evaluated for special education services early and accurately, as defined by <a href="#">LDOE’s Strategies for Success: A Guidebook for Supporting Students with Disabilities</a>.</li> </ol>

	<ul style="list-style-type: none"> <li>b. The resources, personnel (including administrative responsibilities), and direct and related services the school is likely to provide both within general education classrooms and in other settings (e.g., collaborative team teaching (“CTT”), Special Education Teacher Support Services (“SETSS”), speech therapy, physical therapy, occupational therapy, counseling, planning time, instructional materials, technology, professional development, staff and consultants, etc.);</li> <li>c. Any research or evidence that supports the appropriateness of the school’s approach to serving students with disabilities;</li> <li>d. The process for coordination between general education teachers and special education teachers or service providers;</li> <li>e. The process that will be used to monitor the achievement and progress of students with disabilities;</li> <li>f. Specific professional development for identifying, supporting, and evaluating the progress of special education students including the implementation of RTI and behavioral intervention plans (“BIPs”) in the classroom.</li> <li>g. The process that will be used to evaluate the efficacy of the program and ensure that the needs of these students are being met; and,</li> <li>h. The system the school will use to monitor the demographic data of the students identified as students with exceptionalities and the approach that will be taken if data suggests disproportionate or over-identification of any sub group.</li> </ul>	<ul style="list-style-type: none"> <li>3. The applicant group demonstrates a thorough understanding of Pupil Appraisal systems including Child Find, RTI, SBLC, Section 504, Evaluation Coordinators, IEP Teams and Related Services Providers.</li> <li>4. The applicant group demonstrates a thorough understanding of the student evaluation process, timelines outlined in IDEA law and necessary personnel.</li> <li>5. The applicant group presents a plan for developing IEPs that contain rigorous goals and instructional plans that are aligned to student goals.</li> <li>6. The applicant group presents a monitoring plan that will enable relevant staff to track the progress of all students with IEPs toward the goals articulated in their respective plans</li> <li>7. The applicant group demonstrates that they will be able to provide all special education and related services needed either by the staff listed on their organization chart or identified external groups with whom they can contract to provide needed services.</li> <li>8. The group’s plan for SWDs must identify the staff members who will lead student evaluations, IEP development, and provision of ongoing service with required credentials relevant to the services.</li> <li>9. The applicant group has a clearly articulated plan with regular checkpoints, key indicators and evidence of success that the proposed school will utilize to determine the efficacy of the special education program.</li> <li>10. The applicant group has clear safeguards and protocols in place for the ongoing review of student data to protect against continued disproportionate and/or over-identification of students belonging to historically marginalized subgroups as students with exceptionalities and provides clear steps that will be taken as corrective action should data suggest that subgroup disproportionality and/or over-identification has occurred.</li> </ul>
AP.18	Discuss the school’s methods and strategies for identifying and serving English Learners in compliance	1. The applicant group provides a logical, feasible and comprehensive and evidence-based plan to identify and serve English Learners

	<p>with all federal laws and regulations without regurgitation of the law and include:</p> <ol style="list-style-type: none"> <li>a. The process for identifying students whose first language is not English and the methods for determining the scope of assistance that these students may need including how the school will ensure that they are not inappropriately identified as students with special education needs;</li> <li>b. The approach, resources, and personnel (including qualifications and associated administrative responsibilities) the school will use to meet the needs of ELs (both within general education classrooms and in other settings);</li> <li>c. The research and evidence that supports the appropriateness of this approach;</li> <li>d. The process for coordination between general education teachers and staff serving ELs and professional development for general education teachers serving ELs;</li> <li>e. The process that will be used to monitor the achievement and progress of ELs including exit criteria;</li> <li>f. The process that will be used to evaluate the efficacy of the program, instructors, and ensure that the needs of EL students are being met;</li> <li>g. How the school will make all necessary materials available to parents of ELs in a language that they can understand; and</li> <li>h. How the school will make after school and other extra-curricular programming accessible to ELs.</li> </ol>	<ol style="list-style-type: none"> <li>2. The applicant group provides a logical and feasible plan to identify students and ensure that students suspected of or known to be English learners are assessed to determine English language proficiency and provided additional support services.</li> <li>3. The applicant group provides clear evidence that the English Learner program described is aligned to applicable law and policy, reflects best practices and can be fully executed beginning on the first day of the charter term.</li> <li>4. The applicant group outlines a clear protocol that will ensure ELs and their families receive all necessary information and materials in a language that they can understand, and that EL students and their families will have equity of access to all school programming and extra-curricular activities by making translation services and additional supports necessary, as needed.</li> <li>5. The applicant group has a clearly articulated plan with regular checkpoints, key indicators and evidence of success that the proposed school will utilize to determine the efficacy of the English learners program.</li> <li>6. The applicant group has clear safeguards and protocols in place to ensure that English Learners are not inappropriately identified as students with special needs.</li> </ol>
AP.19	<p>Describe how your education program will identify and meet the needs of academically advanced students and include:</p> <ol style="list-style-type: none"> <li>a. If the school will offer gifted/talented</li> </ol>	<ol style="list-style-type: none"> <li>1. The applicant group provides a logical, feasible, comprehensive plan to identify and serve students that are academically gifted and gifted/talented students (if applicable).</li> </ol>



	<p>instruction;</p> <p>b. How the school will identify advanced and/or gifted and talented students;</p> <p>c. Strategies and programs the school will use within the general education classrooms and in other settings to accelerate learning; and</p> <p>d. Specific programs, services, and supports.</p>	<p>2. The applicant group has a clearly articulated plan with regular checkpoints, key indicators and evidence of success that the proposed school will utilize to determine the efficacy of the school's plan to meet the needs of academically advanced and/or gifted and talented students (if applicable).</p>
AP.20	<p>Explain how the school will establish and maintain a culture that supports students' intellectual and social development, maintains a safe environment, and recognizes and celebrates racial, cultural, and social differences. (This response shall not include holidays or monthly celebrations.)</p>	<p>1. The applicant group provides a clear description of the culture that the proposed school intends to establish and includes specific strategies that will be employed to establish and maintain a supportive, safe, inclusive, and identity-affirming environment that supports the intellectual and social development of all students.</p> <p>2. The applicant group provides a clear plan with specific examples of the actions that will be taken to recognize, affirm and celebrate racial, cultural and social differences within and among the intended school community.</p> <p>3. The strategies and actions proposed are demonstrably likely to result in the desired school culture and/or have been shown to produce the desired school culture with similar student populations.</p>
AP.21	<p>Describe any extra-curricular activities that the school will offer to develop and nurture the social needs of students.</p>	<p>1. The applicant group provides a thorough description of the extra-curricular activities that the proposed school intends to offer specifically for the purpose of developing and nurturing the social needs of students.</p> <p>2. The applicant group clearly articulates the ways in which the proposed activities will serve the stated purpose of developing and nurturing the social needs of students.</p> <p>3. The applicant group has a logical and feasible plan to offer these proposed extra-curricular activities and ensure equity of access for all students.</p>
AP.22	<p>Explain how student voice will be included in decision making?</p>	<p>1. The applicant group clearly outlines the methods, frequency, and structures by which student voice will be solicited and included in decision-making.</p> <p>2. The applicant group provides specific examples of the types of decisions in which student voice will be solicited and considered.</p>
AP.23	<p>Detail ways in which students will have ownership in the</p>	<p>1. The applicant group provides specific examples of the ways in which students</p>

	school culture.	will be active participants in shaping and maintaining the culture of the proposed school in order to promote student ownership.
AP.24	Describe how you will build cultural competency amongst school staff. Given the intended student population, how will conversations be facilitated with school staff regarding racial and cultural differences?	<ol style="list-style-type: none"> <li>1. The applicant group articulates the key components of cultural competency and provides specific steps that will be taken to build capacity in each of the components described amongst all school staff.</li> <li>2. The applicant group demonstrates a strong understanding of the potential racial and cultural differences between the intended student population and likely staff based on community characteristics, demographics and workforce data, as applicable</li> <li>3. The applicant group provides a detailed plan outlining the methods, frequency, structure, and personnel responsible for leading conversations based on anticipated differences.</li> </ol>
AP.25	Explain a plan for creating and building a positive adult culture, inclusive of expectations and conditions that will lead to a high rate of staff retention annually.	<ol style="list-style-type: none"> <li>1. The applicant group provides a clear description of the adult culture that the proposed school intends to establish and includes specific strategies that will be employed to establish and maintain that culture.</li> <li>2. Staff expectations and working conditions are clearly articulated and are demonstrably likely to lead to a high rate of retention among school staff.</li> </ol>
AP.26	Describe the school's plan to support the social and emotional health of students, including: <ol style="list-style-type: none"> <li>a. A plan to provide social and emotional skills instruction for all students;</li> <li>b. A plan to provide trauma-informed care;</li> <li>c. A plan to provide social and emotional support; <ol style="list-style-type: none"> <li>a. How students will be referred;</li> <li>b. Protocols for implementation; and</li> <li>c. Overview of supports provided;</li> </ol> </li> <li>d. Identification of a mental health screener and rationale for selection aligned to the intended student population;</li> <li>e. A plan to administer the selected mental health screener; and</li> <li>f. Explanation of how families will be included in the process and informed of progress.</li> </ol>	<ol style="list-style-type: none"> <li>1. The applicant group provides a logical and feasible plan to deliver social and emotional skills instruction to all students that includes specific details about the curriculum to be used, the frequency and method by which content will be delivered, personnel responsible for delivering SEL content and key outcomes the proposed school hopes to achieve as a result of delivering SEL instruction.</li> <li>2. The applicant group demonstrates a strong understanding of trauma-informed care and outlines the specific trauma-informed practices that will be integrated into the proposed school's academic program, instructional strategies, and student support services.</li> <li>3. The applicant group provides a clear description of the social and emotional support services that the proposed school intends to offer including specific details about student referrals and the personnel responsible for coordinating and providing support services.</li> </ol>

		<p>4. The applicant group provides a description of the mental health screener that will be administered to students including the rationale for choosing the specific screener(s), how the screener will be administered, and the key personnel responsible for interpreting results and coordinating care.</p> <p>5. The applicant group provides a clear plan that outlines the methods and frequency by which families will be informed of social emotional learning initiatives, use of trauma-informed practices, administration of mental health screeners, availability of student support services and the outcomes associated with each aspect of the school’s plan to support the social and emotional health of students, both school-wide and on a student-by-student basis when necessary.</p>
<p>AP.27</p>	<p>Describe the school’s approach to student discipline, behavior intervention, and classroom management. Highlight key policies, systems, and structure related to these areas. Additionally, your response must include:</p> <ol style="list-style-type: none"> <li>a. Describe how the school will communicate its approach and related policies to students and families;</li> <li>b. Describe your school’s approach to exclusionary discipline, including a list of offenses that may lead to suspension or expulsion;</li> <li>c. Explain interventions and consequences the school will use as alternatives to exclusionary discipline;</li> <li>d. Explain how the school will afford due process for all students;</li> <li>e. Describe the appeals procedures that the school will employ for students facing possible expulsion;</li> <li>f. Explain how the school will protect the rights of students with exceptionalities in disciplinary actions and proceedings;</li> <li>g. The system the school will use to monitor the suspension and expulsion and the approach that will be taken if data suggests</li> </ol>	<ol style="list-style-type: none"> <li>1. The applicant group provides a detailed overview of the proposed school’s intended approach to student discipline, behavior intervention, classroom management and the process by which students and families are made aware of these policies on, at minimum, an annual basis.</li> <li>2. The proposed school’s discipline policies clearly outline the interventions and consequences that the school will use as an alternative to suspension or expulsion as well as the offenses for which a student may be suspended or expelled</li> <li>3. The proposed school’s policies protect and outline a student’s right to due process and the process by which a student or family may appeal the school’s decision to expel a student.</li> <li>4. The disciplinary policies described are designed to promote a positive, rigorous, and inclusive academic environment that enables the school to decrease the use of exclusionary disciplinary practices and maintain suspension and expulsion rates consistent with the highest expectations in the Charter School Performance Compact.</li> <li>5. The applicant group demonstrates a thorough understanding of the rights of students with disabilities with regard to disciplinary actions and hearings and articulates the specific safeguards that will be put in place to protect such students.</li> </ol>

	<p>disproportionate or over- identification of any sub group; and</p> <p><i>h. Attachment 9: Provide the school's code of conduct, specifically highlighting the discipline policy.</i></p>	<p>6. The applicant group has clear safeguards and protocols in place for the ongoing review of student data to protect against disproportionate and/or over-identification of students belonging to historically marginalized subgroups as students with exceptionalities, and provides clear steps that will be taken as corrective action should data suggest that subgroup disproportionality and/or over-identification has occurred.</p>
AP.28	<p>If the school plans to implement a dress code policy, describe the policy and the rationale for its selection. Identify potential barriers of access to the uniform, given the intended student population, including proposed remedies.</p>	<p>1. The applicant group provides a comprehensive description of the proposed school uniform including estimated costs per student. (if applicable)</p> <p>2. The applicant group describes the most likely barriers to accessing school uniforms and the actions that the proposed school will take to support families, ensure equity of access, and protect the self-esteem and well-being of students. (if applicable)</p>
AP.29	<p>How will the school engage parents/guardians and the community once it's open, include:</p> <p>a. How the school will build strong family-school partnerships to engage parents/guardians throughout the life of the charter;</p> <p>b. Formalized mechanisms to ensure parent/guardians and the community are involved in decision making and have opportunities to provide regular feedback to the school leader and charter board;</p> <p>c. Provide a plan for how parent/guardians, students, and community can submit or share a concern about a charter board decision, administrative procedure, or practice at the school; and</p> <p><i>d. Attachment 10: Grievance Policy</i></p>	<p>1. The applicant group has a detailed and specific plan to encourage strong partnerships with families and community stakeholders that outlines specific opportunities for engagement, regular opportunities to provide feedback to school leadership and the charter board, and a clear procedure by which families, students, and community stakeholders may share concerns with school leadership and the charter board.</p> <p>2. The applicant group's plan for family and community engagement includes formal structures by which the proposed school will seek family and community input in decision-making processes.</p> <p>3. The applicant groups plan for family and community engagement reflects a clear attempt to ensure equity of access for all families and community stakeholders by ensuring that opportunities for engagement vary by time, type, and response options.</p>
AP.30	<p>List and provide a detailed description of the charter school's measurable academic goals aligned to LEAP 2025, ACT, and graduation rate (as applicable) reflecting where the school envisions itself academically each year of its contract year for the initial term. Include an overall percentage of proficiency for each grade level and</p>	<p>1. The applicant group has accurate estimates of baseline performance for all core content areas in grades 3-12, as applicable, for the student population that they propose to serve.</p> <p>2. The applicant group provides a logical plan to establish student performance goals that relies on diagnostic data that uses the same metrics as the</p>

	content area, as well as subgroup percentages (economically disadvantaged, students with disabilities, and English Learners).	<p>performance goals themselves.</p> <p>3. The applicant group has a plan to establish performance goals for all student achievement data considered in calculating schools' performance scores.</p> <p>4. The applicant group provides a plan to improve student performance at a rate that they show is reasonable and ambitious and takes into consideration the renewal and extension academic performance standards of the Charter School Performance Compact.</p> <p>5. If the applicant group additionally names goals related to their specialized focus, the goals are measurable, ambitious, and feasible. (if applicable)</p>
<b>Organizational Plan and Capacity</b>		
Question #	Question	Evaluation Standard
OPC.1	<i>Attachment 11: Provide organizational charts for the first and fifth year of operation clearly showing the reporting structures between the CEO, school leader(s), charter board, and all staff including instructional, operational, and financial staff. If the charter board intends to contract or partner with an entity for management or educational service provider, the organizational charts should also reflect that relationship.</i>	<p>1. The organizational chart and corresponding job descriptions include all essential responsibilities and positions (academic, operational, and financial) necessary to implement the school's plans.</p> <p>2. The organizational chart clearly denotes the reporting structures between CEO (if applicable), school leaders, the charter board and all staff.</p> <p>3. (If applicable) The organizational chart clearly outlines the relationship between the Education Services Provides (ESP) and the charter board.</p>
OPC.2	Provide a narrative explaining the organization's lines of reporting and accountability, the rationale of how this structure supports the proposed school model, and the roles of any management or partner organizations.	<p>1. The applicant group provides a thorough explanation of the reporting structure and a strong rationale demonstrating that the proposed lines of accountability and reporting support the school model.</p>
OPC.3	Describe plans to recruit and retain a diversified staff to serve the intended student population including: <ul style="list-style-type: none"> <li>a. The process and timeline to recruit and hire a diversified staff;</li> <li>b. Specific strategies for recruiting EL certified, special education and other high need teacher specialties; and</li> <li>c. The strategies for retaining a diversified staff.</li> </ul>	<p>1. The applicant group proposes a staff recruitment plan that is logical, feasible and likely to result in the hiring of a qualified and diverse staff.</p> <p>2. The applicant group outlines specific recruitment strategies and potential sources for general education and specialized teachers to fill recruitment needs.</p> <p>3. The applicant group's recruitment plan outlines a reasonable timeline with key hiring milestones that the proposed school must meet in order to be fully</p>

		<p>staffed prior by the date of planned summer professional development.</p> <p>4. The applicant group’s recruitment plan outlines specific strategies for retaining a diverse staff that could feasibly lead to high levels of retention.</p>
OPC. 4	<p>All responses in the following section (School Leadership Team Capacity) must speak specifically to the proposed school leadership team that includes instructional, operational, and financial leadership. Specifically, this should be the senior most individuals of the team in each of these areas.</p> <p><i>Attachment 12: Provide the resume for every member of the proposed school leadership team. Provide a cover sheet for each resume that includes the persons proposed role, brief description of major responsibilities, justification for proposed role through evidence of student impact data for instructional leaders, justification for proposed role through evidence of organizational, operational or financial viability for other staff, and any explanation for time lapses listed on the resume.</i></p>	<p>1. The identified members of the leadership team have previously managed a school, a team of teachers, or an academic program that showed clear growth or success under their responsibility.</p> <p>2. The school leadership team has held past leadership positions in which they held a high level of responsibility and accountability for the operations and/or finances of a given organization.</p> <p>3. The leadership team has provided evidence that establishes a track record of improving student achievement, and/or provides sufficient data to demonstrate the leadership team’s ability to develop a high performing team of teachers across multiple years.</p>
OPC.5	<p>Describe the school’s professional development approach for instructional staff and explain how it supports the effective implementation of the educational plan for the intended student population, including:</p> <ol style="list-style-type: none"> <li>Identification of the staff members responsible for leading professional development;</li> <li>An overview of the frequency and format of professional development;</li> <li>An overview of professional development topics and timeline to occur prior to school opening; and</li> <li>The process by which additional professional development topics will be identified.</li> </ol>	<p>1. The applicant group provides a comprehensive professional development plan that is clearly aligned to the effective implementation of the proposed educational plan. [Non-evaluative standard]</p> <p>2. The applicant group provides evidence that professional development at the proposed school will be led by content experts, occur on a regular basis, follow a defined scope and sequence and allow for the flexibility to add additional topics as the needs arise.</p> <p>3. (If applicable) If the applicant group plans to contract with external providers for professional development, the applicant outlines the process used to select the external provider and rationale for doing so.</p>
OPC.6	<p>Explain the school’s approach to professional development and training opportunities for operational</p>	<p>1. The applicant group provides a comprehensive professional development plan that is clearly aligned to the effective implementation of the operational and</p>

	and financial staff.	financial goals and plans outlined in this application.
OPC.7	In addition to professional development outlined above, how will your school prepare teachers and staff to work with a diverse student population that recognizes, affirms, and supports the racial, social, and cultural differences present within the intended student population?	<ol style="list-style-type: none"> <li>1. The applicant group clearly outlines the steps that that will be taken to prepare teachers and staff to work with a diverse student population.</li> <li>2. The steps proposed by the applicant group are directly related to the requirement of recognizing, affirming and supporting racial, social and cultural differences and would reasonably result in enhanced teacher and staff capacity to serve a diverse student population.</li> </ol>
OPC.8	Describe the school's approach to ongoing individual teacher support through coaching and feedback systems.	<ol style="list-style-type: none"> <li>1. The applicant group provides a process by which teachers will receive differentiated, data-driven coaching and development.</li> </ol>
OPC.9	<i>Attachment 13: Provide the resume for every member of the charter board. Provide a cover sheet for each resume that includes the person's role, brief description of major responsibilities, expertise area, and a brief justification for board membership.</i>	<ol style="list-style-type: none"> <li>1. The applicant describes how each board member's described role on the board matches their professional skill set.</li> <li>2. For each of the following areas, there is at least one board member able to provide expertise – academics, finances, legal issues, management and operations, and community relations, OR the applicant describes current recruitment plans for board members to provide the above areas of expertise.</li> <li>3. The responsibilities enumerated for each role enable a clear division of roles among the board members.</li> <li>4. [Applicable to Type 2 Charter Applicants] The board is comprised of at least five board members.</li> <li>5. [Applicable to Type 2 Charter Applicants] The board is representative of the community in which the charter school is located and no fewer than 60 percent of its members reside in the community in which the charter school is located.</li> </ol>
OPC.10	Identify any existing relationships that could pose actual or perceived conflicts if the application is approved; discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts.	<ol style="list-style-type: none"> <li>1. The applicant provides an accurate description of any existing relationships that the board may have that could pose an actual or perceived conflict of interest.</li> <li>2. The applicant communicates how the board uses a logical process by which they identify any actual conflicts of interest and the steps that the board will take to ensure that all potential conflicts of interest are avoided.</li> <li>3. The applicant articulates a logical process by which the board shall identify</li> </ol>

		any perceived conflicts of interest and the steps that the board will take to mitigate the perceived conflict.
OPC.11	Describe the governance structure and duties of the charter board. Describe any committees, advisory bodies, or councils and their roles and responsibilities. Explain how the proposed structure will ensure accessibility to staff, community and families. Describe how the board will interact with the CEO/School Leader/ESP.	<ol style="list-style-type: none"> <li>1. The applicant group's response demonstrates a clear understanding that the charter board serves as a governing body rather than the entity responsible for the day to day execution of the proposed school model and academic plan.</li> <li>2. The applicant group's response demonstrates a clear understanding of the roles and responsibilities of the charter board with regard to governance of the school and supervision of the school leader, CEO and Educational Services Provider (ESP) (as applicable).</li> <li>3. Each committee, advisory body or council that exists as part of the charter board governance structure has a legitimate purpose, defined role, and clear responsibilities that support the work of the charter board as a whole.</li> </ol>
OPC.12	Are there any areas of expertise or experience the current board seeks to fill? If so, explain the area and rationale for need on the board, as well as the recruitment plan, to fill that position.	<ol style="list-style-type: none"> <li>1. The board provides a candid assessment of the board's current opportunities for growth and/or unfilled areas of expertise.</li> <li>2. The board articulates a logical new member recruitment plan that prioritizes the required areas of expertise, as well as logical new member on-boarding plan that ensures that all new members are familiar with board bylaws and requirements.</li> </ol>
OPC.13	Explain how the board will monitor the academic, organizational and financial goals stated within the application, including actions that will be employed if the school is trending toward not meeting set forth standards.	<ol style="list-style-type: none"> <li>1. The board has a logical and feasible plan by which they will monitor the proposed school's progress toward academic, organizational and financial goals stated in this application including the metrics that will be used to gauge performance, the frequency by which progress monitoring will occur and the specific steps that will be taken if the school is not on track to meet academic goals, organizational goals, and/or financial goals.</li> <li>2. The board's monitoring plan includes frequent monitoring of academic, organizational and financial indicators in order to quickly detect areas of underperformance and apply corrective actions quickly, if necessary.</li> <li>3. The academic, financial and organizational indicators to be reviewed as part of the board's monitoring plan should, at a minimum, include the expectations of the Charter School Performance Compact.</li> </ol>
OPC.14	Explain how the board will monitor progress toward	<ol style="list-style-type: none"> <li>1. The board has a comprehensive monitoring plan by which they will assess the</li> </ol>



	<p>accountability and renewal standards, including actions that will be employed if the school is trending toward not meeting set forth standards.</p>	<p>proposed school’s progress toward accountability and renewal standards.</p> <p>2. The board demonstrates a thorough understanding of renewal and accountability expectations and has strong systems in place to monitor progress toward renewal at several checkpoints throughout the charter term as well as communicates what action steps will be taken when the school is trending toward not meeting set forth standards.</p>
OPC.15	<p>If a single site/CMO: Describe the role of the board in evaluating the school leader/CEO and holding them accountable for school performance, including:</p> <ol style="list-style-type: none"> <li>The information the board will collect;</li> <li>The specific measures and metrics to be used; and</li> <li>The timeline and frequency of evaluation.</li> </ol>	<ol style="list-style-type: none"> <li>The applicant group demonstrates a clear understanding of the board’s responsibility to evaluate and hold the school leader/CEO accountable to school performance standards.</li> <li>The applicant group articulates a specific set of standards that the school leader must satisfy in order to keep the school on track to achieve its vision. These standards must, at a minimum, reflect the performance metrics outlined in the Charter School Performance Compact.</li> <li>The board identifies the information that will be used to determine if the school leader/CEO has satisfied each standard, the timeline and frequency by which performance will be evaluated and the process by which they will collect that information.</li> <li>The board has a logical decision-making framework and process to support and hold the school leader/CEO accountable according to a set of standards that will further the school’s mission.</li> <li>The applicant describes the steps the board and school leader will take in the event the leader does not meet accountability measures. There are clear metrics that trigger different courses of action, and the board has specific metrics it will use to make personnel decisions.</li> </ol>
OPC.16 (ESP Only)	<p>[If partnering with an Education Services Provider (ESP)] Describe the role of the board in evaluating the ESP and holding them accountable for academic, organizational, and financial outcomes including:</p> <ol style="list-style-type: none"> <li>The information the board will collect;</li> <li>The specific measures and metrics to be used; and</li> </ol>	<ol style="list-style-type: none"> <li>The applicant group demonstrates a clear understanding of the board’s responsibility to evaluate and hold the Education Service Provider (ESP) accountable to school performance standards.</li> <li>The applicant group articulates a specific set of standards that the ESP must satisfy in order to keep the school on track to achieve its vision. These standards must, at a minimum, reflect the performance metrics outlined in the</li> </ol>

	c. The timeline and frequency of evaluation.	<p>Charter School Performance Compact.</p> <p>3. The board identifies the information that will be used to determine if the ESP has satisfied each standard, the timeline and frequency by which performance of the ESP will be evaluated and the process by which they will collect that information.</p> <p>4. The board has a logical decision-making framework and process to support and hold the ESP accountable according to a set of standards that will further the school's mission.</p> <p>5. The applicant describes the steps the board and ESP will take in the event the leader does not meet accountability measures. There are clear metrics that trigger different courses of action, and the board has specific metrics it will use to make decisions regarding the continued relationship with the ESP.</p>
OPC.17	Describe plans for increasing the capacity of the charter board. Include the plan for training and development of new members and continuing members. Provide an overview of the topics to be covered.	<p>1. The board articulates a logical process by which they will assess their own strengths and weaknesses, as well as a comprehensive training plan that corresponds with lacking areas of expertise.</p> <p>2. The board articulates a logical new member recruitment plan that prioritizes the required areas of expertise, as well as logical new member on-boarding plan that ensures that all new members are familiar with board bylaws and requirements.</p>
OPC.18	Specify where and how frequently the board plans to meet. Describe the procedures that will be in place to ensure compliance with the Open Meetings Laws and Open Records Act.	1. The applicant group provides comprehensive a board meeting schedule including proposed times, location and a high-level overview of procedures that the board will follow to maintain compliance with Open Meetings Laws and Open Records Act.
OPC.19	<i>Attachment 14: Provide a draft of the proposed charter board's governing by-laws.</i>	1. Preliminary review of the by-laws provided by the applicant group meet all requirements as outlined in law and policy.
OPC.20 (Corporate Partnership Only)	[If partnering with a Corporate Partner] Identify the partner organization as defined in Bulletin 126, Chapter 39, selected to assist in the implementation of the school model and describe the terms of the partnership.	<p>1. The applicant group provides a clear description of the proposed partnership including the rationale for entering into such a partnership and the terms that will govern the partnership.</p> <p>2. The relationship between the proposed applicant group and the non-profit charter board meets all requirements as outlined in Bulletin 126, Chapter 39.</p>
OPC.21	[If partnering with a Corporate Partner]	1. The MOU/Contract provided by the applicant group clearly outlines the terms

(Corporate Partnership Only)	<i>Attachment 15: Provide a copy of the MOU/Contract.</i>	of the partnership between the non-profit board and the partner corporation and meets all applicable requirements outlined in law and policy, based on a preliminary review.
OPC.22 (ESP Only)	[If partnering with an Education Services Provider (ESP)] Provide rationale for consideration of an ESP, including: a. List of all companies/organizations considered; b. Evaluation of all companies/organizations considered; and c. Rationale for selected provider.	<ol style="list-style-type: none"> <li>1. The applicant group provides evidence that a thorough review of the ESP has occurred before agreeing to partner with the organization.</li> <li>2. The applicant group provides the rationale and metrics by which each proposed ESP was evaluated and the results of each evaluation.</li> <li>3. The applicant group provides a clear and compelling rationale that explains why it is in the best interest of the applicant group to partner with an ESP rather than directly managing all aspects of the school.</li> </ol>
OPC.23 (ESP Only)	[If partnering with an Education Services Provider (ESP)] Provide evidence of the service provider's success in serving the intended student population, including demonstrated academic achievement, fiscal responsibility, and organizational effectiveness.	<ol style="list-style-type: none"> <li>1. [Applicable to ESP's currently operating schools in Louisiana] All schools managed by the ESP meet the expectations for operators according to BESE Bulletin 126 or provides a thorough and rational explanation of the failure to do so as well as a description and timeline of a plan in place to meet the expectations.</li> <li>2. [Applicable to ESP's not operating schools in Louisiana] The applicant group demonstrates that, at the time of their application, the schools managed by the ESP would meet the renewal standards of each state in which they operate.</li> <li>3. [Applicable to ESP's not operating schools in Louisiana] Using data collected from nationally normed testing, the applicant group demonstrates that the ESP's schools are high performing and that they outperform their peer schools by meeting one of the standards below.  In tested subject areas, the ESP's schools' consistently have a higher level of proficiency than their peer schools with an equal or higher percentage of their target student population.  OR:  In tested subject areas, the ESP's schools' student performance growth consistently outpaces that of their peer schools with an equal or higher</li> </ol>

		<p>percentage of their target student population.</p> <p>4. [Applicable to ESP's not operating schools in Louisiana that serve grades 9-12]  Over multiple years, the ESP's schools have a consistently higher graduate rate than peer schools with an equal or higher percentage of their target student population.</p> <p>OR:</p> <p>Over multiple years, the ESP's schools have consistently higher growth in their graduation rate than peer schools with an equal or higher percentage of their target student population.</p> <p>5. [Applicable to ESP's not operating schools in Louisiana that serve grades 9-12]  Over multiple years, the ESP's schools have a consistently higher college matriculation rate than peer schools with an equal or higher percentage of their target student population.</p> <p>OR:</p> <p>Over multiple years, the ESP's schools have consistently higher growth in their graduation rate than peer schools with an equal or higher percentage of their target student population.</p> <p>6. [Applicable to ESP's not operating schools in Louisiana]  The ESP's schools consistently academically outperform surrounding schools with an equal or higher percentage of their target student population.</p> <p>OR:</p> <p>The ESP's schools' student performance growth consistently outpaces that of surrounding schools with an equal or higher percentage of their target student population.</p>
	<p>[If partnering with an Education Services Provider (ESP)]  Clearly specify the decisions and services the</p>	<p>1. The applicant group provides a clear and comprehensive list of all decisions made and services rendered in the course of operating a Louisiana charter school</p>

	organization or provider will be responsible.	in the course of one calendar year and indicates the decisions or services for which the ESP is responsible.
OPC.25 (ESP Only)	[If partnering with an Education Services Provider (ESP)] <i>Overview Template: A list of currently managed schools within the organization or provider's portfolio, location, authorizer, and performance details.</i>	[Non-evaluative question]
OPC.26 (ESP Only)	[If partnering with an Education Services Provider (ESP)] Provide a detailed plan outlining the mechanisms by which the charter board will oversee and hold the ESP accountable to the agreed upon terms. Explain the conditions under which the contractual relationship may be terminated.	<ol style="list-style-type: none"> <li>1. The applicant group provides a detailed and comprehensive oversight plan outlining the metrics and mechanism by which the charter board will hold the ESP accountable to agreed upon terms.</li> <li>2. The oversight plan includes a clearly defined process and timeline by which the charter board will review agreed upon terms and evaluate the degree to which the ESP has met contractual obligations on, at minimum, an annual basis.</li> <li>3. The oversight plan includes a description of the actions that the charter board may take based on the results of the evaluation should the ESP (i.e. termination, renegotiation, probation, etc.)</li> <li>4. The oversight plan includes a clear description of the conditions under which the charter board may terminate the contractual relationship and the process and timeline associated with termination.</li> <li>5. The oversight plan includes a logical, feasible, thorough and comprehensive contingency plan detailing the actions that the charter board would take in order to directly run the proposed charter school in the event that the ESP agreement is terminated for any reason.</li> </ol>
OPC.27 (ESP Only)	[If partnering with an Education Services Provider (ESP)] Disclose and explain any existing or perceived conflicts of interest between the board and proposed ESP or affiliated business entity.	<p>The board provides an accurate description of any existing or potential relationships that could pose an actual or perceived conflict of interest between the board and the ESP or the ESP and an affiliated business entity. The board articulates a logical process by which they identify any actual conflicts of interest and the steps that the board will take to ensure that all potential conflicts of interest are avoided.</p> <p>The board articulates a logical process by which they will identify any perceived conflicts of interest and the steps that the board will take to mitigate the perceived conflict.</p>

<p>OPC.28 (ESP Only)</p>	<p>[If partnering with an Education Services Provider (ESP)]</p> <p>Describe the causes that led to and current status of:</p> <ol style="list-style-type: none"> <li>a. Any performance deficiencies or compliance violations;</li> <li>b. Any litigation of any Louisiana school; and</li> <li>c. Any material audit findings for a school or the organization.</li> </ol> <p><i>Note: Based on the severity of issues, deficiencies or litigation, additional information may be requested and reviewed as part of this application and included in the school's final evaluation. Failure to disclose requested information shall result in immediate disqualification from the application process.</i></p>	<ol style="list-style-type: none"> <li>1. The applicant group provides a comprehensive list of all performance deficiencies, compliance violations, litigation against Louisiana schools, and material audit findings for schools managed by the ESP and the causes that led to these events.</li> <li>2. The applicant group must provide verifiable evidence that all issues listed have been successfully rectified at the time that the charter application is submitted.</li> </ol>
<p>OPC.29 (ESP Only)</p>	<p>[If partnering with an Education Services Provider (ESP)]</p> <p><i>Appendix 16: Provide an independent audit of the ESP. An acceptable submission includes the full ESP independent audit or an independent audit focused only on the charter operations of the ESP.</i></p>	<ol style="list-style-type: none"> <li>1. There are no material findings in the ESP's most recent audited financial statements.</li> </ol>
<p>OPC.30 (ESP Only)</p>	<p>[If partnering with an Education Services Provider (ESP)]</p> <p><i>Attachment 17: ESP MOU or Contract</i></p>	<ol style="list-style-type: none"> <li>1. The board maintains independence from the ESP by articulating strong accountability provisions and avoiding opportunities for the ESP to gain leverage over the board.</li> <li>2. The ESP cannot control board membership.</li> <li>3. The ESP contract does not allow for any form of leverage – including but not limited to severance fees and facilities ownership – by which the ESP can ensure renewal of their contract.</li> </ol>
<p>OPC.31</p>	<p>List and provide a detailed description of the charter school's measurable organizational goals each year of its contract year for the initial term.</p>	<ol style="list-style-type: none"> <li>1. The applicant group provides a detailed list and description of the charter school's measurable organizational goals for each year of its contract for the initial term.</li> <li>2. The applicant group provides organizational goals that are specific, reasonable, ambitious yet attainable and aligned to, at a minimum, the expectations outlined in the Charter School Performance Compact.</li> </ol>

Financial Plan and Capacity		
Question #	Question	Evaluation Standard
FPC.1	Describe how the school will manage its non- academic services once it opens and who will be responsible for overseeing which operational aspects of the school, including transportation, food services, facilities, purchasing processes, student records and school safety.	1. The applicant group has a logical and feasible plan for managing all non-academic services upon opening and has identified the person(s) or position(s) responsible for oversight of all operational aspects of the school.
FPC.2	<i>Overview Template: Complete the enrollment projection chart for the initial charter term of the proposed school.</i>	[Non-evaluative question]
FPC.3	Describe the strategy to recruit and enroll the intended student population including; <ol style="list-style-type: none"> <li>Process, timeline, and requirements for parents and students to apply;</li> <li>Identification of potential barriers to access to the school and explain how the school will mitigate the barriers</li> <li>Description of the admission policy for the school, including any preferences; and</li> <li>Explanation of lottery procedures (if applicable).</li> </ol>	<p>1. The applicant group provides a legal and logical plan to garner interest in the school and subsequently enroll students including specific details about the enrollment process, timeline and application requirements.</p> <p>2. The applicant group has identified potential barriers to access (e.g. lack of internet access, lack of transportation, frequent changes in home address, inability to visit school during work hours, etc.) and has created an enrollment process that ensures equitable access for families of all backgrounds and needs.</p> <p>3. The applicant group provides a logical plan for enrolling students that includes a plan for collecting applications, reviewing applications for eligibility, and communicating decisions on those applications to families.</p> <p>4. The enrollment process identifies the individual or entity who will conduct the lottery in the event that it is necessary, the method that will be used to conduct the lottery, the preferences that will be used to rank students in the lottery, and the process for managing the waitlist if the school chooses to have one.</p> <p>5. [Applicable to schools with a specialized focus and admissions requirements] Admissions requirements are aligned to the specialized focus of the school.</p> <p>5. [Applicable to schools with admissions requirements] Admissions requirements comply with R.S. 17:3991(B)(3).1</p>
FPC.4	Explain the plan for ensuring the school will retain the intended student population and specifically remain in compliance with the required economically	1. The applicant group intends to recruit a student population that includes a percentage of Economically Disadvantaged students and Students with Disabilities that meets or exceeds the minimum percentages outlined in law and

	disadvantaged and special education percentages.	<p>policy for the enrollment zone identified.</p> <p>2. The applicant group demonstrates with data that they have identified pools from which to recruit students that will enable them to meet their enrollment targets.</p>
FPC.5	<p>Describe the facility needs of the proposed school including:</p> <ul style="list-style-type: none"> <li>a. Desired or acquired location of the school facility;</li> <li>b. Unique features necessary to implement the school design and programming;</li> <li>c. The number of classrooms required each year;</li> <li>d. Any additional spaces needed to support academic programming; and</li> <li>e. Space requirements for administrative and operational functions.</li> </ul>	<p>1. The applicant group provides a comprehensive description of the facility needed to implement the proposed academic program.</p> <p>2. The facility needs outlined by the applicant group are realistic, affordable, and shown to exist in the proposed school's desired location.</p>
FPC.6	<p>Describe the efforts to date to secure a facility for the school including:</p> <ul style="list-style-type: none"> <li>a. If the applicants have identified a facility, a description of the facility and how it meets the school's needs including its location and whether it is new construction, part of an existing public or private school building, or must be renovated for use; or</li> <li>b. If the applicants have not identified a facility, explain the plans for securing a suitable facility and preparing it for use by the time the school would open (including assuring that it meets specifications). Also, explain any contingency planning including the associated costs.</li> </ul>	<p>If the applicant group has identified a facility:</p> <ul style="list-style-type: none"> <li>1. The applicant group has identified a facility that will allow the school to serve the intended student population and community as outlined in this charter application.</li> <li>2. The applicant group provides a thorough description of the current state of the identified facility and provides a logical and feasible plan by which the identified facility will be prepared for use as a public school including associated costs, resources to allocate toward renovations, the availability of facilities in the targeted area suitable to house a public school and contingency plans should the applicant group fail to secure a facility in the timeline provided.</li> <li>3. The applicant group outlines any potential barriers to fully securing the identified facility and has a strong contingency plan in place should the facility become unavailable, unaffordable or unsuitable.</li> </ul> <p>If the applicant group has not yet identified a facility:</p> <ul style="list-style-type: none"> <li>4. The applicant group provides a description of the efforts to date to identify and secure a facility that will allow the school to serve the intended student population and community as outlined in this charter application.</li> </ul>



		<p>5. The applicant group provides a description of the timeline by which a facility will be identified and prepared for use as a school including associated costs, resources to allocate toward renovations, the availability of facilities in the targeted area suitable to house a public school and contingency plans should the applicant group fail to secure a facility in the timeline provided.</p>
FPC.7	<p>If the charter school education corporation, ESP, CMO, or partner organization would own or lease a facility, provide a description of the ownership or lease arrangement indicating specifically any potential conflicts of interest and arrangements by which the education corporation would manage or avoid such conflicts. (if applicable)</p>	<p>The facility arrangement described by the applicant group protects against the ESP, CMO or partner organization gaining any form of leverage over the proposed applicant group or charter school – including but not limited to severance fees and facilities ownership – by which the ESP, CMO or partner organization can ensure a continued relationship with the applicant group. The applicant group outlines the potential for any real or perceived conflicts of interest and has a clear plan that can effectively mitigate any perceived conflicts of interest and remove any real conflicts of interest.</p> <p>The terms set forth in any facilities use and/or lease agreement are devoid of any potentially unfair or abusive terms including high interest rates, high fees, and terms that strip the non-profit of equity.</p>
FPC.8	<p>Describe the plans for food services the charter school will provide.</p>	<p>1. The applicant group provides a logical and feasible plan to provide all food services to enrolled students.</p>
FPC.9	<p>Describe how the school will meet the transportation needs of all its students, including students with exceptionalities and those in temporary living situations.</p>	<p>1. The applicant group provides a logical and feasible plan to offer transportation to students in line with expectations outlined in Bulletin 126, Chapter 28 “Transportation”. For purposes of the application process, transportation waivers will not be considered.</p>
FPC.10	<p><i>Attachment 18: Provide a list of the types of insurance coverage the school will secure, a brief description of each, and describe the levels of coverage.</i></p>	<p>1. The applicant group provides a thorough description of the types of insurance to be procured and coverage amounts.</p> <p>2. The applicant group has allocated the appropriate resources toward procuring and maintaining the required types of insurance and coverage levels required of public schools in Louisiana.</p> <p>3. The applicant group commits to procuring any additional insurance outlined in the pre-opening process prior to the beginning of the school year, if approved.</p>
FPC.11	<p>Complete all requirements of the financial template including detailed narratives of assumptions for budgeted items. Provide specific information as</p>	<p>1. Projections are based on accurate, conservative, and legally compliant assumptions.</p>

	requested in the financial model on all revenue sources outside of MFP such as philanthropy, non-committed philanthropy and/or student fees.	<p>2. No essential services are funded at amounts that would preclude the applicant group from implementing their plan.</p> <p>3. There is no evidence that the school ever will become insolvent or lack access to the necessary amount of liquidity.</p> <p>4. (If applicable) There are no material findings in the non-profit organization's most recent audited financial statements.</p> <p>5. Assumptions about facilities in all financial statements correspond to a conservative facility plan and account for possible contingencies.</p> <p>6. The applicant group has provided evidence that any non-guaranteed funding sources included in the budget narrative have already been committed or will be committed and that should these non-guaranteed funds fail to materialize, the applicant group is still able to successfully execute the program described in this application.</p>
FPC.12	Provide a narrative describing a contingency plan in the event that the actual revenues are lower or expenses are higher than anticipated in the financial model.	1. The contingency plans outlined by the applicant group are demonstrably likely to succeed in the event of lower than expected revenues and/or higher than expected costs.
FPC.13	Do you plan to use a financial manager or back office service provider? If the entity that will provide your financial services has been chosen, provide the name and a description of services. If it is an individual financial manager, provide the resume as Attachment 19.	1. Either the school has a plan to hire a financial manager who has at least a bachelor's degree in finance and/or accounting, or the school has partnered with an organization staffed by individuals with the necessary expertise that will provide financial management services.
FPC.14	Explain the process the school will use to develop its annual budget including: <ul style="list-style-type: none"> <li>a. Who will be involved;</li> <li>b. How needs will be identified and weighed;</li> <li>c. The timeline for creating and approving budgets; and</li> <li>d. Procedures for monitoring and modifying budgets and on what interval.</li> </ul>	<p>1. The applicant group provides a clear and comprehensive description of the process that will be used to develop the annual budget and the process by which the annual budget may be modified and monitored on an ongoing basis.</p> <p>2. The annual budgeting process described reflects best budgeting practices, strong internal controls, and a clear mechanism to determine funding priorities.</p>
FPC.15	Describe the existing or proposed policies and procedures that the proposed school and board will use for financial planning, accounting, purchasing, and	1. The applicant group provides a comprehensive description of the policies and procedures that will be used for financial planning, accounting, purchasing and payroll.

	<p>payroll. Explain how these plans will sustain financial health of the organization and ensure legal compliance with any requirements and restrictions for the use of public funds.</p> <p>Include the following information in your response:</p> <ol style="list-style-type: none"> <li>a. Identify how the board will monitor the school's financial position;</li> <li>b. Identify who is responsible for directly managing and overseeing the school's budget and a description of how they will do so;</li> <li>c. Describe the school's plan to comply with submission of an annual audit of school finances conducted by an outside, independent auditor; and</li> <li>d. Describe what financial controls the organization will have in place at the central and school level to ensure long term financial viability.</li> </ol>	<ol style="list-style-type: none"> <li>2. The policies and procedures described are aligned to best practices and are demonstrably likely to sustain the financial health of the organization while maintain compliance with all legal and statutory responsibilities related to the use of public funding.</li> <li>3. The personnel and or positions directly responsible for managing and overseeing the school's budget process possess the appropriate background and expertise and the management and oversight processes outlined by the applicant group are demonstrably likely to ensure the school's financial health and viability. <i>If a specific person has not yet been identified, the applicant group provides the required qualifications for the person that will eventually be hired to oversee this process.</i></li> <li>4. The internal controls, as described by the applicant group, are demonstrably likely to ensure the accuracy of reporting, eliminate fraud, and protect the resources of the school.</li> </ol>
FPC.16	<p>List and provide a detailed description of the charter school's measurable financial goals each year of its contract for the initial term.</p>	<ol style="list-style-type: none"> <li>1. The applicant group provides a detailed list and description of the charter school's measurable financial goals for each year of its contract for the initial term.</li> <li>2. The applicant group provides financial goals that are reasonable, ambitious yet attainable and aligned to, at a minimum, the expectations outlined in the Charter School Performance Compact.</li> </ol>

## Experienced Operator Standards

Executive Summary		
Question #	Question	Evaluation Standard
ES.1	<p>Mission and Vision. State the mission and vision of the proposed school. The mission is a statement of the fundamental purpose of the school, describing why it exists. The vision statement outlines how the school will operate and what it will achieve in the long term. The mission and vision statement provide the foundation for the entire proposal. The mission and vision statement, taken together, should:</p> <ol style="list-style-type: none"> <li>Identify the students and community to be served;</li> <li>Illustrate what success will look like; and</li> <li>Align with the purposes of the state charter school law.</li> </ol>	<ol style="list-style-type: none"> <li>The school’s mission is outlined in a clear statement that defines the fundamental purpose of this school and why it should exist.</li> <li>The school’s vision is outlined in a clear statement that describes how the school will operate and the long- term impacts it will achieve in order to be successful.</li> <li>The applicant group proposes a school that exists to serve a specific student population and community as demonstrated/driven by an identified need within the specific community as well as a clear definition of success and demonstrable alignment with the purposes of charter schools outlined in <a href="#">Louisiana Revised Statutes 17:3972</a> and Bulletin 126, §105: “Purpose of Charter Schools”.</li> </ol>
ES.2	<p>Anticipated Student Population and Educational Need. Describe the anticipated student population you seek to serve through the approval of the proposed school. Explain how the intended student population is representative of the demographics of the location. Provide rationale for seeking to serve this specified student population and community.</p>	<ol style="list-style-type: none"> <li>The applicant group demonstrates a clear understanding of the educational needs of the proposed student population and community.</li> <li>The applicant group is able to justify that the proposed student population exists in the selected location using demographic and academic performance data.</li> </ol>
ES.3	<p>Education Plan. Provide an overview of the education program of the proposed school, including major instructional methods. Describe the evidence that demonstrates the school model will be successful in improving academic achievement for the above defined student population. Summarize what the proposed school would do more effectively than the schools that are now serving the targeted population.</p>	<ol style="list-style-type: none"> <li>The applicant group provides a concise overview of the educational program that effectively highlights the key aspects of the program that will lead to greater student success than the current educational options in which the school currently seeks to locate.</li> </ol>
ES.4	<p>Applicant groups that have submitted charter applicants previously, list the dates of previous submissions. Explain how you have taken the feedback from previous evaluations to reflect</p>	<ol style="list-style-type: none"> <li>The applicant group demonstrates the ability to continually improve between application cycles by identifying key deficiencies in prior application(s) and making decisions that will best position the applicant group and proposed school to be successful. All</li> </ol>

	and revise the application. Address the deficiencies identified in the most recent evaluation and describe the changes made. Additionally, describe any changes to board leadership or school leadership since the most recent application. (if applicable)	areas where the application has been revised from previous submissions are explicitly identified. (if applicable)
<b>Educational Plan and Capacity: School Establishment</b>		
<b>Question #</b>	<b>Question</b>	<b>Evaluation Standard</b>
SE.1	Provide a narrative analysis of the community you seek to serve in the proposed school including: a. A description of the community from which the proposed school intends to draw students, including proposed physical address and parish; b. The applicant's rationale for selecting the community; c. Performance of local schools in meeting the community's need; and d. How the proposed school would serve the community you seek to serve more effectively than the schools that are now serving the intended community.	<ol style="list-style-type: none"> <li>1. The applicant group provides a comprehensive analysis that demonstrates a strong understanding of the community in which the proposed school seeks to locate.</li> <li>2. The applicant group provides a clear rationale for selecting the given location or community based on community demographics and educational need.</li> <li>3. The applicant group provides clear and compelling evidence that the proposed school will be able to more effectively serve the community than the options that currently exist.</li> </ol>
SE.2	Provide an overview of the student population you seek to serve in the proposed school, which includes: a. Racial and socioeconomic demographics; b. Percentage of special education students; c. Percentage of English Learners; d. Percentage of homeless students; and e. Anticipated academic, social, emotional and physical health needs.	<ol style="list-style-type: none"> <li>1. The applicant group provides a thorough overview of the intended student population that incorporates key data regarding student demographics, subgroup status, and likelihood of extenuating circumstances (homelessness, foster youth, etc.).</li> <li>2. The applicant group demonstrates a clear understanding of the anticipated academic, social, emotional and physical health needs of the intended student population supported by evidence-based best practices.</li> </ol>
SE.3	Based on your outreach, research, and understanding of the community and students you seek to serve, what are the top three things that present challenges to the success of the students in the community you seek to serve? What does your proposed school intend to do to address these challenges?	<ol style="list-style-type: none"> <li>1. The applicant group clearly articulates the top three barriers to student success in the community in which the school seeks to locate, justified by the school's evidence of community outreach, research and understanding of the community need.</li> <li>2. The applicant group provides at least one solution for each of the barriers to student success identified.</li> </ol>
SE.4	Why is the proposed school a good fit for the previously identified community and students?	<ol style="list-style-type: none"> <li>1. The applicant group can articulate the key reasons why the proposed school would be an asset to the local community.</li> </ol>

SE.5	<p>Describe the programmatic impact the proposed school would have on existing schools in the same geographic area as the proposed school location. Responses should include:</p> <ol style="list-style-type: none"> <li>A table listing the existing educational options and grades served available to the intended student population; and</li> <li>Analysis of the various programs and/or instructional approaches currently offered to the intended student population compared to what the proposed school will offer.</li> </ol>	<ol style="list-style-type: none"> <li>The applicant group demonstrates a clear understanding of the existing schools in the same geographic area of the proposed location.</li> <li>The applicant group can clearly identify and articulate key differences in academic programming and/or instructional models between currently existing schools in the intended geographic area and those that will be utilized by the proposed school.</li> </ol>
SE.6	<p>Provide a narrative description of the way in which stakeholders in the intended community were engaged regarding the proposed charter school, including:</p> <ol style="list-style-type: none"> <li>Description of the stakeholders engaged;</li> <li>Reflection of stakeholders not engaged and potential barriers to them being included;</li> <li>Strategies used to solicit community input regarding the educational and programmatic needs of students and the plan to meet those needs;</li> <li>The method and nature of feedback received from community stakeholders and the process for incorporating that feedback into the submitted application; and</li> <li>The extent to which, if at all, the proposal incorporates community input regarding the educational and programmatic needs of students.</li> </ol>	<ol style="list-style-type: none"> <li>The applicant group provides evidence of the wide range of stakeholders that were engaged in this process while identifying those that were not and the reasons or barriers that may have led to non-engagement with these individuals or groups.</li> <li>The applicant group provides specific information regarding the strategies, methods and timeline used to solicit community input throughout the process of developing the charter application.</li> <li>The applicant group specifically describes the nature of feedback received and the extent to which this feedback resulted in changes, updates or enhancements to the charter application by citing specific examples, as applicable.</li> </ol>
SE.7	<p>Provide a narrative description of support for the proposed school from community stakeholders, including a candid analysis of the depth of support and opposition to the school.</p> <p><i>Appendix 1: Submit documents that provide evidence of community support (e.g. letters of support from community stakeholders, emails with evidence of support, and/or survey results. Please refrain from submitting signed petitions) Include a cover sheet with a table that identifies each document included with the evidence for this request, its page number, and a brief description of the document.</i></p>	[Non-evaluative question]

Educational Program and Capacity: Academic Plan		
Question #	Question	Evaluation Standard
AP.1	<p>Provide a clear and concise overview of the proposed school model, highlighting the key design elements of the school model critical to its success in serving the intended student population, including:</p> <ol style="list-style-type: none"> <li>The key design elements that reflect the school's mission and vision; and</li> <li>A clear rationale for the school model and key design elements, citing research and evidence of success for improving academic achievement with similar student populations, or for innovative or untested models, a strong rationale for the likelihood of success.</li> </ol>	<ol style="list-style-type: none"> <li>The applicant group includes a clear and concise overview of the proposed school model including descriptions of the key design elements in the school's academic plan and alignment with the proposed school's mission and vision.</li> <li>The applicant group provides a clear rationale for the selection of the given school model and key design elements based on a track record of success with similar student populations</li> </ol>
AP.2	<p>In Louisiana, charter schools are able to purchase instructional materials that are best for their students. For core content areas (English language arts, mathematics, science, and social studies), identify the curricula your school will use, such as textbook selections and supporting materials by subject and/or grade level, including:</p> <ol style="list-style-type: none"> <li>A summary of how the selection supports the intended student population;</li> <li>Identification of the Tier of the chosen curriculum as determined by the Louisiana Department of Education (this shall be included on the overview template);             <ol style="list-style-type: none"> <li>If the selection is not rated by LDOE, submit evidence that you have conducted a local review process, inclusive of a timeline (see pg.4), using the <a href="#">Instructional Materials Reviews</a>.</li> </ol> </li> <li>Evidence of how this curriculum includes specific strategies for diverse learners; and</li> <li>An explanation of the way in which you will intentionally supplement the curriculum to provide the intended student population with representations of their racial, ethnic, and cultural backgrounds without the perpetuation of stereotypes or deficit perspectives.</li> </ol>	<ol style="list-style-type: none"> <li>The applicant has selected curricula with a demonstrated track record of success when used by similar student populations, including diverse learners.</li> <li>The applicant group has selected primary curricula that are either rated Tier 1 by the Louisiana Department of Education (LDOE), OR if the LDOE has not yet rated the selected curricula, the applicant correctly demonstrates using the LDOE's Instructional Materials Review Rubric they meet the standards of a Tier 1 rating.</li> <li>The applicant group provides a description of the specific tools, resources and methods that will be used to supplement curricula in order to ensure that the intended student population is provided with authentic representations of their racial, ethnic and cultural background devoid of stereotypes or deficit perspectives.</li> </ol>

AP.3	Describe the basic learning environment, including class size and structure.	<ol style="list-style-type: none"> <li>1. The applicant group provides a clear description of the learning environment aligned to the proposed academic model and staffing plans outlined in this application.</li> <li>2. The learning environment as described by the applicant group, is aligned to the academic plan and suitable to the instructional model of the proposed school.</li> </ol>
AP.4	<p>Describe the instructional strategies, methods and techniques to be employed in the school, including:</p> <ol style="list-style-type: none"> <li>d. Research or existing models that support the use of these instructional strategies, methods, and/or techniques;</li> <li>e. An explanation of the alignment to the school’s model and further its specific mission, and key design elements; and</li> <li>f. Evidence they are well suited for the intended student population.</li> </ol>	<ol style="list-style-type: none"> <li>3. The applicant group provides a detailed description of the instructional strategies and methods to be used at the proposed school that demonstrates strong alignment to the school’s mission, vision and academic model.</li> <li>4. The applicant group provides evidence that the instructional strategies identified have a proven track record of success or a high likelihood of success based on research when utilized with populations similar to the intended student population.</li> </ol>
AP.5	<p>Provide a detailed hybrid learning plan that includes the following:</p> <ol style="list-style-type: none"> <li>a. Circumstances under which this plan would be implemented;</li> <li>b. A plan to acquire and disseminate technology to students;</li> <li>c. A plan to track and monitor attendance in a virtual setting;</li> <li>d. Identification of the Learning Management System (LMS) to be employed;</li> <li>e. A plan to provide training and technical support on the LMS to staff, families and students; and</li> <li>f. A plan to communicate with staff, families and students virtually.</li> </ol>	<ol style="list-style-type: none"> <li>1. The applicant group provides a logical, feasible and comprehensive plan to implement a hybrid learning model when necessary.</li> <li>2. The conditions under which a hybrid model would be implemented are clearly defined along with the steps to be carried out and timeline associated with pivoting from in- person instruction to a hybrid model.</li> <li>3. The applicant group has a clear and feasible plan to acquire and disseminate technology to new and re-enrolling students that addresses the logistics and funding streams necessary to ensure that each student has the technology necessary to fully participate in the virtual program.</li> <li>4. The applicant group provides a comprehensive plan outlining the steps that will be taken to ensure that students are protected from unsafe and/or inappropriate content.</li> <li>5. The applicant group provides a logical and feasible plan to</li> </ol>



		<p>minimize the loss of learning time for students in the event of unforeseen technical difficulties (i.e. no access to internet, computer is lost/stolen/broken, cell phones and tablets are lost/stolen/broken, etc.).</p> <p>6. The applicant group provides a training and technical support plan that will effectively and efficiently teach students and families to use the LMS and ensure that students may access the virtual environment within a reasonable time frame, comparable to student access when enrolling in a brick and mortar facility.</p> <p>7. The applicant group outlines the methods and frequency by which 100% of students, families and staff members will receive regular, accessible communication from the school before and during the implementation of a hybrid learning plan.</p>
AP.6	<p>In addition to core content offerings and graduation requirements (for high schools), are there other classes or courses the proposed school will offer? If so, explain how these offerings align to the proposed school model and mission and will benefit the intended student population.</p>	<p>1. All non-essential* courses to be offered are clearly aligned to the school’s proposed model and mission and the applicant group clearly articulates the benefit that each course offers to the intended student population.</p> <p><i>*Non-Essential = Coursework NOT required to meet graduation requirements</i></p>
AP.7 (High Schools Only)	<p>What diploma pathways and Jump Start 2.0 pathways, IB, and Cambridge Courses will the proposed school offer?*</p> <p><i>Appendix 2: Provide an outline of course offerings by diploma type(s) offered at the proposed school by grade level and year of operation for the initial charter term.</i></p> <p><i>Appendix 3: Using a table, identify by grade level and year of operation, Advanced Placement Course Offerings, Dual Enrollment, ACT preparation and Career and Technical Education Courses you will offer to students.</i></p> <p><i>Appendix 4: List the Industry-Based Credentials students will</i></p>	<p>1. The applicant group demonstrates a clear understanding of each diploma pathway available to students in Louisiana and has a logical and feasible plan to ensure that students meet all requirements of the chosen diploma pathway in four years or less (five for Transitional 9<sup>th</sup> grade students).</p> <p>2. The applicant group provides a clear description of the process by which students will select their desired diploma pathway as well as the supports that will be offered to students, and the methods by which the proposed school will guarantee equity of access for all students.</p> <p>3. The applicant group demonstrates a clear understanding of college preparatory programs and curricula that the proposed</p>

	<p><i>have the opportunity to earn aligned to the CTE course offerings.</i></p> <p><i>*Based on the proposed school model and programmatic offerings, some standards may not be applicable (College Preparatory program standards, Jumpstart Pathway standards)</i></p>	<p>school will make available to students (e.g. Advanced Placement, International Baccalaureate, Dual Enrollment, Cambridge AICE, etc.).</p> <p>4. (if applicable) The applicant group has a logical and feasible plan to ensure that all students can meet the requirements of the given college preparatory program in four years or less (five for Transitional 9<sup>th</sup> grade students).</p> <p>5. The applicant group provides a strong rationale for choosing the specific college preparatory programs or curricula that will be offered to students at the proposed school. Responses should consider the resulting post- secondary opportunities available to participating students, additional teacher training/certification requirements, and the degree to which the chosen program will realistically result in post-secondary readiness and success.</p> <p>6. The applicant group provides a clear description of the process by which students will choose to participate (if optional) in college preparatory programs or curricula (e.g. AP, IB, DE, CAICE, etc.) as well as the supports that will be offered to students, and the methods by which the proposed school will guarantee equity of access for all students.</p> <p>7. The applicant group demonstrates a clear understanding of the Jumpstart 2.0 program and the chosen pathway(s) that will be available to students at the proposed school.</p> <p>8. The applicant group provides a strong rationale for choosing the specific Jumpstart 2.0 pathway(s) that will be offered to students at the proposed school. Responses should consider local career opportunities, availability of community partnerships, additional teacher training and/or certification needs, and the degree to which the chosen pathway will realistically provide students opportunities in high-wage, high-demand career fields upon graduation.</p>
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AP.8 (High Schools Only)	What Industry-Based Certificate Assessments will be offered to students on a Jump Start 2.0 pathway?	<p>1. The applicant group can clearly articulate which IBC assessments must be offered to students in order to meet requirements of the Jumpstart 2.0 pathway(s) that the school intends to offer.</p> <p>2. The applicant group has a logical and feasible plan to execute the IBC-assessment related aspects of the school's overall assessment plan.</p>
AP.9 (High Schools Only)	Explain what systems and structures the school will implement for students at risk of dropping out.	<p>1. The applicant group demonstrates a clear understanding of the factors that place students at-risk of dropping out (in general and any that may be specific to the community in which the proposed school intends to locate).</p> <p>2. The applicant group clearly describes the specific evidence-based systems and structures that will be put in place to mitigate the risk of student drop-out.</p> <p>3. The applicant group has a logical and feasible plan to enact the drop-out prevention measures proposed in this section.</p>
AP.10 (High Schools Only)	Does the school plan to seek approval to participate in athletics with the Louisiana High School Athletic Association?	[Non-evaluative question]
AP.11	Describe the diagnostic, formative and summative assessments	1. The applicant group provides a clear description of each

	<p>the school will use to evaluate student knowledge and skills. This response should:</p> <ol style="list-style-type: none"> <li>Describe each assessment’s purpose, design, format and rationale for its selection;</li> <li>Describe the alignment to LEAP 2025 and ACT (for high school applicants);</li> <li>Describe how the school will collect and analyze assessment results;</li> <li>Describe how instructional leaders and teachers will use the assessment data to inform programmatic and instructional planning decisions and adjust instruction, curricula, and professional development; and</li> <li>Explain how the school will communicate with parents/guardians and students about academic achievement and progress.</li> </ol>	<p>diagnostic, formative and summative assessment the proposed school will use to evaluate student knowledge including the purpose, design, and frequency of administration for each assessment.</p> <ol style="list-style-type: none"> <li>The applicant group provides a clear rationale for the selection of each assessment and demonstrates that the assessments selected are aligned to Louisiana State Standards, LEAP 2025 and the ACT*</li> <li>The applicant group has selected primary assessments that are rated either Tier 1 by the Louisiana Department of Education (LDOE), are produced as part of a Tier 1-rated curriculum, are part of Louisiana’s Comprehensive Assessment System (LEAP 360), OR if the LDOE has not yet rated the selected assessments, the applicant correctly demonstrates using the LDOE’s Instructional Materials Review Rubric they meet the standards of a Tier 1 rating.</li> <li>The applicant group describes a data-driven decision-making process that informs all crucial aspects of the school’s proposed model including instructional and programmatic offerings, curricular choice, and professional development opportunities.</li> <li>The applicant group clearly articulates the process and frequency by which data will be analyzed, the personnel that will be responsible for analyzing this data, and the specific ways in which data will be used to adjust instructional practices, programmatic offerings, staffing decisions, professional development opportunities, and the continued use of the intended curriculum.</li> <li>The applicant group provides a clear plan that outlines the methods and frequency by which student progress and achievement will be communicated to students and parents/guardians.</li> </ol>
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<p>AP.12</p>	<p>In your overview template, you provided performance, data on the schools your organization currently operates or has previously operated. Provide a narrative explaining the performance data including:</p> <ol style="list-style-type: none"> <li>a. Explanation of performance deficiencies;</li> <li>b. Explanation of subgroup performance;</li> <li>c. Identification of which school performance scores do not meet the requirement for additional schools as outlined in Bulletin 126; and</li> <li>d. Strategies used to remedy performance deficiencies.</li> </ol>	<ol style="list-style-type: none"> <li>1. The applicant group provides a comprehensive narrative explanation of performance data including a description of all known performance deficiencies, the current and historical status of subgroup performance, and specific information about schools that fall below Bulletin 126 requirements and why they do not meet the bar.</li> <li>2. The strategies used to remedy performance deficiencies, as described by the applicant group, address each performance deficiency and the applicant group’s track record demonstrates growth towards correcting similar performance deficiencies.</li> <li>3. If single-site currently: Current school managed by the non-profit board meets the academic expectations for operators according to BESE Bulletin 126 or provides a thorough explanation of the growth towards meeting expectations and timeline to do so</li> <li>4. If CMO: All schools managed by the Charter Management Organization meets the academic expectations for operators according to BESE Bulletin 126.</li> <li>5. If ESP (operating in Louisiana): All schools managed by the ESP meet the academic expectations for operators according to BESE Bulletin 126 (if currently operating in Louisiana).</li> <li>6. If ESP (not currently operating in Louisiana): all schools within the ESP’s portfolio demonstrate that they would meet renewal criteria as set by current authorizers. Evidence that each school would meet renewal criteria in the current year should be provided in an official, one-page letter from the charter school’s authorizer.</li> </ol>
<p>AP.13</p>	<p><i>Appendix 5: Provide a copy of the school’s proposed calendar for</i></p>	<ol style="list-style-type: none"> <li>1. The applicant group demonstrates that the proposed calendar meets the minimum amount of instructional time for all students</li> </ol>

	<p><i>its first year of operation that clearly articulates:</i></p> <ol style="list-style-type: none"> <li>Total number of instructional days (this shall be included in the overview template);</li> <li>Total number of hours of instruction (not including breakfast, lunch, bathroom breaks, transition times, dismissal, or after-school activities)(this shall be included in the overview template)</li> <li>First and last day of class;</li> <li>For high schools, clearly indicate any adjustment to seniors last day of class;</li> <li>Organization of the school year (semester, trimester, quarter, etc.);</li> <li>All planned holidays and other days off, including half days; and</li> <li>Dates for summer school, orientation, and any other activities outside of the core academic calendar, if planned.</li> </ol>	<p>as outlined in Louisiana law and policy.</p> <ol style="list-style-type: none"> <li>The proposed school’s calendar includes additional “contingency days” to be utilized in the case of short-term school closures (e.g. hurricanes, snow days, etc.) or has sufficient additional instructional time above the minimum instructional time as outlined in Louisiana law and policy to account for short-term school closures.</li> </ol>
AP.14	<p><i>Appendix 6: For each division of the school (e.g., lower elementary, upper elementary, middle and high), provide a sample student schedule for a typical week.</i></p> <p><i>*The schedule provided should be for a student in a grade that the proposed school will serve in the first or fifth year of operation</i></p>	<ol style="list-style-type: none"> <li>The applicant group provides a detailed student schedule for each division of the proposed school that reflects the proposed academic program and clearly outlines the amount of time spent in core courses, non-core courses, student support structures (remediation, enrichment, intervention, etc.) and additional essential aspects of a typical student’s week at the proposed school. Meals, passing periods, extended day programming and any additional non-academic portions of the student day must be included with time stamps.</li> <li>The proposed student schedule provided aligns with the staffing and organizational plan submitted within the application (staffing plan and organizational plan include the staff/teachers to support the instruction of the identified courses.</li> </ol>
AP.15	<p><i>Appendix 7: Provide a sample student schedule for a typical week for a student that is an English Language Learner.</i></p> <p><i>The Department recognizes that not all English Learners are alike</i></p>	<ol style="list-style-type: none"> <li>The applicant group provides a sample student schedule that reflects the proposed academic program and clearly outlines the amount of time spent in core courses, non-core courses, student support structures (remediation, enrichment, intervention, etc.)</li> </ol>

	<p><i>and may vary widely in terms of English Language Proficiency and Development. For the purpose of providing this schedule, create a hypothetical EL student and provide the following information for the hypothetical student:</i></p> <ul style="list-style-type: none"> <li>• <i>Grade level of the EL student</i></li> <li>• <i>Proficiency Determination as defined by English Language Proficiency Test (Emerging or Progressing only)</i></li> <li>• <i>Any other data or assumptions involved in creating the student schedule.</i></li> </ul> <p><i>The schedule provided should be for a student in a grade that the proposed school will serve in the first or fifth year of operation.</i></p>	<p>and additional essential aspects of a typical student’s week at the proposed school. Meals, passing periods, extended day programming and any additional non-academic portions of the student day must be included with time-stamps.</p> <ol style="list-style-type: none"> <li>2. The sample schedule provided demonstrates a strong understanding of and commitment to implementing the main strategies (as applicable) outlined in the <a href="#">LDOE’s English Learner Guidebook</a>.</li> <li>3. The sample student schedule clearly delineates the times, delivery method (push-in, pull-out) and environment (inclusive, self-contained) in which the hypothetical EL student will receive English Language Development instruction.</li> <li>4. The applicant group provides evidence that the proposed student schedule allows for the given student to meet the total number of required instructional minutes as required by Louisiana law and policy.</li> <li>5. The proposed student schedule provided aligns with the staffing and organizational plan submitted within the application (staffing plan and organizational plan include the staff/teachers to support the instruction of identified courses for EL students).</li> </ol>
<p>AP.16</p>	<p><i>Appendix 8: Provide a sample student schedule for a typical week for a student with exceptionalities.</i></p> <p><i>*The Department recognizes that not all Students with Exceptionalities are alike and may vary widely in terms of present level of academic and functional performance (PLAAFP). For the purpose of providing this schedule, create a hypothetical student and provide the following information about the student:</i></p> <ul style="list-style-type: none"> <li>• <i>Grade level of the student</i></li> <li>• <i>Student’s Primary Exceptionality (may not use Speech/Language Impairment or Gifted/Talented)</i></li> </ul>	<ol style="list-style-type: none"> <li>1. The applicant group provides a sample student schedule that reflects the proposed academic program and clearly outlines the amount of time spent in core courses, non-core courses, student support structures (remediation, enrichment, intervention, etc.) and additional essential aspects of a typical student’s week at the proposed school. Meals, passing periods, extended day programming and any additional non-academic portions of the student day must be included with time-stamps.</li> <li>2. The sample schedule provided demonstrates a strong understanding of and commitment to implementing the main strategies (as applicable) outlined in the <a href="#">LDOE’s Strategies for</a></li> </ol>

	<ul style="list-style-type: none"> <li><i>The weekly services that the student receives, the number of minutes per service, and the setting in which each service is provided.</i></li> </ul> <p><i>**The schedule provided should be for a student in a grade that the proposed school will serve in the first or fifth year of operation.</i></p>	<p><a href="#">Success: A Guidebook for Supporting Students with Disabilities.</a></p> <ol style="list-style-type: none"> <li>The sample student schedule clearly delineates the times, delivery method (push-in, pull-out) and environment (inclusive, self-contained) in which the hypothetical student will receive special education instruction and related services.</li> <li>The applicant group provides evidence that the proposed student schedule allows for the given student to meet the total number of required instructional minutes as required by Louisiana law and policy.</li> <li>The proposed student schedule provided aligns with the staffing and organizational plan submitted within the application (staffing plan and organizational plan include the staff/teachers to support the instruction of identified Special Education courses).</li> </ol>
AP.17	<p>Discuss the school’s methods and strategies for identifying and serving students that are struggling academically and at risk of academic failure, including:</p> <ol style="list-style-type: none"> <li>How the school will determine and identify which students are struggling within the context of a Response to Intervention (RTI) program.</li> <li>Clearly define the term “struggling student” as it would be applied in the school;</li> <li>The strategies, programs, supports, resources, and personnel the school will devote to assisting struggling students within the general education setting;</li> <li>Any research or evidence that supports the appropriateness and effectiveness of the proposed approach;</li> <li>The process that the school will use to evaluate the efficacy of the program; and</li> <li>The system the school will use to monitor the demographic data of the students identified as struggling students and the approach that will be taken if data suggests disproportionate or over-identification of any sub group.</li> </ol>	<ol style="list-style-type: none"> <li>The Response to Intervention program as described by the applicant group is robust, comprehensive, evidence-based and capable of being executed with the staffing and funding resources described in the charter application.</li> <li>The applicant provides a clear and appropriate definition of the term “struggling student.”</li> <li>The applicant group has a clearly articulated plan with regular checkpoints, key indicators and evidence of success that the proposed school will utilize to determine the efficacy of the RTI program.</li> <li>The applicant group has clear safeguards and protocols in place for the ongoing review of student data to protect against continued disproportionate and/or over-identification of students belonging to historically marginalized subgroups as “struggling students”</li> <li>The applicant group outlines clear steps that will be taken as</li> </ol>



		<p>corrective action should data suggest that subgroup disproportionality and/or over-identification has occurred.</p>
<p>AP.18</p>	<p>Discuss the school’s methods and strategies for identifying and serving students with exceptionalities in compliance with all federal laws and regulations without regurgitation of the law and include:</p> <ol style="list-style-type: none"> <li>a. The process for identifying students with disabilities (child find), within the context of the school’s RTI process;</li> <li>b. The resources, personnel (including administrative responsibilities), and direct and related services the school is likely to provide both within general education classrooms and in other settings (e.g., collaborative team teaching (“CTT”), Special Education Teacher Support Services (“SETSS”), speech therapy, physical therapy, occupational therapy, counseling, planning time, instructional materials, technology, professional development, staff and consultants, etc.);</li> <li>c. Any research or evidence that supports the appropriateness of the school’s approach to serving students with disabilities;</li> <li>d. The process for coordination between general education teachers and special education teachers or service providers;</li> <li>e. The process that will be used to monitor the achievement and progress of students with disabilities;</li> <li>f. Specific professional development for identifying, supporting, and evaluating the progress of special education students including the implementation of RTI and behavioral intervention plans (“BIPS”) in the classroom;</li> <li>g. The process that will be used to evaluate the efficacy of the program and ensure that the needs of these students are being met; and</li> <li>h. The system the school will use to monitor the demographic data of the students identified as students with exceptionalities and the approach that will be taken if data suggests disproportionate or over-identification of any sub group.</li> </ol>	<ol style="list-style-type: none"> <li>1. The applicant group provides a logical, feasible and comprehensive and evidence-based plan to identify and serve Students with Exceptionalities</li> <li>2. The applicant group provides a logical and feasible plan to screen all students and ensure that students suspected of or known to have a disability are evaluated for special education services early and accurately, as defined by <a href="#">LDOE’s Strategies for Success: A Guidebook for Supporting Students with Disabilities</a>.</li> <li>3. The applicant group demonstrates a thorough understanding of Pupil Appraisal systems including Child Find, RTI, SBLC, Section 504, Evaluation Coordinators, IEP Teams and Related Services Providers.</li> <li>4. The applicant group demonstrates a thorough understanding of the student evaluation process, timelines outlined in IDEA law and necessary personnel.</li> <li>5. The applicant group presents a plan for developing IEPs that contain rigorous goals and instructional plans that are aligned to students’ goals</li> <li>6. The applicant group presents a monitoring plan that will enable relevant staff to track the progress of all students with IEPs toward the goals articulated in their respective plans</li> <li>7. The applicant group demonstrates that they will be able to provide all special education and related services needed either by the staff listed on their organization chart or identified external groups with whom they can contract to provide needed services.</li> <li>8. The group’s plan for SWDs must identify the staff members who</li> </ol>

		<p>will lead student evaluations, IEP development, and provision of ongoing service with required credentials relevant to the services.</p> <p>9. The applicant group has a clearly articulated plan with regular checkpoints, key indicators and evidence of success that the proposed school will utilize to determine the efficacy of the special education program.</p> <p>10. The applicant group has clear safeguards and protocols in place for the ongoing review of student data to protect against continued disproportionate and/or over-identification of students belonging to historically marginalized subgroups as students with exceptionalities and provides clear steps that will be taken as corrective action should data suggest that subgroup disproportionality and/or over-identification has occurred.</p>
<p>AP.19</p>	<p>Discuss the school’s methods and strategies for identifying and serving English Learners in compliance with all federal laws and regulations without regurgitation of the law and include:</p> <ol style="list-style-type: none"> <li>a. The process for identifying students whose first language is not English and the methods for determining the scope of assistance that these students may need including how the school will ensure that they are not inappropriately identified as students with special education needs;</li> <li>b. The approach, resources, and personnel (including qualifications and associated administrative responsibilities) the school will use to meet the needs of ELs (both within general education classrooms and in other settings);</li> <li>c. The research and evidence that supports the appropriateness of this approach;</li> <li>d. The process for coordination between general education teachers and staff serving ELs and professional development for general education teachers serving ELs;</li> <li>e. The process that will be used to monitor the</li> </ol>	<ol style="list-style-type: none"> <li>1. The applicant group provides a logical, feasible and comprehensive and evidence-based plan to identify and serve English Learners</li> <li>2. The applicant group provides a logical and feasible plan to identify students and ensure that students suspected of or known to be English learners are assessed to determine English language proficiency and provided additional support services.</li> <li>3. The applicant group provides clear evidence that the English Learner program described is aligned to applicable law and policy, reflects best practices and can be fully executed beginning on the first day of the charter term.</li> <li>4. The applicant group outlines a clear protocol that will ensure ELs and their families receive all necessary information and materials in a language that they can understand, and that EL students and their families will have equity of access to all school programming and extra-curricular activities by making translation services and additional supports necessary, as needed.</li> </ol>

	<p>achievement and progress of ELs including exit criteria;</p> <ul style="list-style-type: none"> <li>f. The process that will be used to evaluate the efficacy of the program, instructors, and ensure that the needs of EL students are being met;</li> <li>g. How the school will make all necessary materials available to parents of ELs in a language that they can understand; and</li> <li>h. How the school will make after school and other extra-curricular programming accessible to ELs.</li> </ul>	<p>5. The applicant group has a clearly articulated plan with regular checkpoints, key indicators and evidence of success that the proposed school will utilize to determine the efficacy of the English learners program.</p> <p>6. The applicant group has clear safeguards and protocols in place to ensure that English Learners are not inappropriately identified as students with special needs.</p>
AP.20	<p>Describe how your education program will identify and meet the needs of academically advanced students and include:</p> <ul style="list-style-type: none"> <li>a. If the school will offer gifted/talented instruction;</li> <li>b. How the school will identify advanced and/or gifted and talented students;</li> <li>c. Strategies and programs the school will use within the general education classrooms and in other settings to accelerate learning; and</li> <li>d. Specific programs, services, and supports.</li> </ul>	<p>1. The applicant group provides a logical, feasible, comprehensive plan to identify and serve students that are academically gifted and talented students (if applicable).</p> <p>2. The applicant group has a clearly articulated plan with regular checkpoints, key indicators and evidence of success that the proposed school will utilize to determine the efficacy of the school's plan to meet the needs of academically advanced and/or gifted and talented students (if applicable).</p>
AP.21	<p>Based on the previous academic performance submitted in the overview template, explain how the proposed model will increase the academic performance of subgroups. How will the proposed model be more successful than past performance?</p>	<p>1. The strategies, as described by the applicant group, are demonstrably likely to increase academic performance for subgroups and the applicant group's track record demonstrates that the group has been able to correct similar performance deficiencies for subgroups in the past.</p> <p>2. Data of past academic performance among subgroups shows evidence that the subgroups increased academic performance based on the implementation of the strategies that the applicant is proposing to use.</p> <p>3. The applicant group provides specific details about the proposed academic model and strong justification regarding how this model will improve upon past performance.</p>
AP.22	<p>Explain how the school will establish and maintain a culture that supports students' intellectual and social development, maintains a safe environment, and recognizes and celebrates</p>	<p>1. The applicant group provides a clear description of the culture that the proposed school intends to establish and includes specific strategies that will be employed to establish and</p>

	<p>racial, cultural, and social differences. (This response shall not include holidays or monthly celebrations.)</p>	<p>maintain a supportive, safe, inclusive, and identity-affirming environment that supports the intellectual and social development of all students.</p> <p>2. The applicant group provides a clear plan with specific examples of the actions that will be taken to recognize, affirm and celebrate racial, cultural and social differences within and among the intended school community.</p> <p>3. The strategies and actions proposed are demonstrably likely to result in the desired school culture and/or have been shown to produce the desired school culture with similar student populations.</p>
AP.23	<p>Describe any extra-curricular activities that the school will offer to develop and nurture the social needs of students.</p>	<p>1. The applicant group provides a thorough description of the extra-curricular activities that the proposed school intends to offer specifically for the purpose of developing and nurturing the social needs of students.</p> <p>2. The applicant group clearly articulates the ways in which the proposed activities will serve the stated purpose of developing and nurturing the social needs of students.</p> <p>3. The applicant group has a logical and feasible plan to offer these proposed extra-curricular activities and ensure equity of access for all students.</p>
AP.24	<p>Explain how student voice will be included in decision making?</p>	<p>1. The applicant group clearly outlines the methods, frequency, and structures by which student voice will be solicited and included in decision-making.</p> <p>2. The applicant group provides specific examples of the types of decisions in which student voice will be solicited and considered.</p>
AP.25	<p>Detail ways in which students will have ownership in the school culture.</p>	<p>1. The applicant group provides specific examples of the ways in which students will be active participants in shaping and maintaining the culture of the proposed school in order to promote student ownership.</p>
AP.26	<p>Describe how you will build cultural competency amongst school</p>	<p>1. The applicant group articulates the key components of cultural</p>

	<p>staff. Given the intended student population, how will conversations be facilitated with school staff regarding racial and cultural differences?</p>	<p>competency and provides specific steps that will be taken to build capacity in each of the components described amongst all school staff.</p> <p>2. The applicant group demonstrates a strong understanding of the potential racial and cultural differences between the intended student population and likely staff based on community characteristics, demographics and workforce data, as applicable.</p> <p>3. The applicant group provides a detailed plan outlining the methods, frequency, structure, and personnel responsible for leading conversations based on anticipated differences.</p>
<p>AP.27</p>	<p>Explain a plan for creating and building a positive adult culture, inclusive of expectations and conditions that will lead to a high rate of staff retention annually.</p>	<p>1. The applicant group provides a clear description of the adult culture that the proposed school intends to establish and includes specific strategies that will be employed to establish and maintain that culture.</p> <p>2. Staff expectations and working conditions are clearly articulated and are demonstrably likely to lead to a high rate of retention among school staff.</p>
<p>AP.28</p>	<p>Describe the school’s plan to support the social and emotional health of students, including:</p> <ul style="list-style-type: none"> <li>a) A plan to provide social and emotional skills instruction for all students;</li> <li>b) A plan to provide trauma-informed care</li> <li>c) A plan to provide social and emotional support; <ul style="list-style-type: none"> <li>i. How students will be referred;</li> <li>ii. Protocols for implementation; and</li> <li>iii. Overview of supports provided;</li> </ul> </li> <li>d) Identification of a mental health screener and rationale for selection aligned to the intended student population;</li> <li>e) A plan to administer the selected mental health screener; and</li> <li>f) Explanation of how families will be included in the process and informed of progress.</li> </ul>	<p>1. The applicant group provides a logical and feasible plan to deliver social and emotional skills instruction to all students that includes specific details about the curriculum to be used, the frequency and method by which content will be delivered, personnel responsible for delivering SEL content and key outcomes the proposed school hopes to achieve as a result of delivering SEL instruction.</p> <p>2. The applicant group demonstrates a strong understanding of trauma-informed care and outlines the specific trauma-informed practices that will be integrated into the proposed school’s academic program, instructional strategies, and student support services.</p> <p>3. The applicant group provides a clear description of the social and emotional support services that the proposed school intends to</p>

		<p>offer including specific details about student referrals and the personnel responsible for coordinating and providing support services.</p> <p>4. The applicant group provides a description of the mental health screener that will be administered to students including the rationale for choosing the specific screener(s), how the screener will be administered, and the key personnel responsible for interpreting results and coordinating care.</p> <p>5. The applicant group provides a clear plan that outlines the methods and frequency by which families will be informed of social emotional learning initiatives, use of trauma-informed practices, administration of mental health screeners, availability of student support services and the outcomes associated with each aspect of the school’s plan to support the social and emotional health of students, both school-wide and on a student-by-student basis when necessary.</p>
<p>AP.29</p>	<p>Describe the school’s approach to student discipline, behavior intervention, and classroom management. Highlight key policies, systems, and structure related to these areas. Additionally, your response must include:</p> <ol style="list-style-type: none"> <li>a. Describe how the school will communicate its approach and related policies to students and families;</li> <li>b. Describe your school’s approach to exclusionary discipline, including a list of offenses that may lead to suspension or expulsion;</li> <li>c. Explain interventions and consequences the school will use as alternatives to exclusionary discipline;</li> <li>d. Explain how the school will afford due process for all students;</li> <li>e. Describe the appeals procedures that the school will employ for students facing possible expulsion;</li> <li>f. Explain how the school will protect the rights of students with exceptionalities in disciplinary actions and proceedings;</li> </ol>	<ol style="list-style-type: none"> <li>1. The applicant group provides a detailed overview of the proposed school’s intended approach to student discipline, behavior intervention, classroom management and the process by which students and families are made aware of these policies on, at minimum, an annual basis.</li> <li>2. The proposed school’s discipline policies clearly outlines the interventions and consequences that the school will use as an alternative to suspension or expulsion as well as the offenses for which a student may be suspended or expelled</li> <li>3. The proposed school’s policies protect and outline a student’s right to due process and the process by which a student or family may appeal the school’s decision to expel a student.</li> <li>4. The disciplinary policies described are designed to promote a positive, rigorous, and inclusive academic environment that enables the school to decrease the use of exclusionary disciplinary</li> </ol>

	<p>g. The system the school will use to monitor the suspension and expulsion and the approach that will be taken if data suggests disproportionate or over-identification of any sub group; and</p> <p>h. <i>Attachment 9: Provide the school's code of conduct, specifically highlighting the discipline policy.</i></p>	<p>practices and maintain suspension and expulsion rates consistent with the highest expectations in the Charter School Performance Compact.</p> <p>5. The applicant group demonstrates a thorough understanding of the rights of students with disabilities with regard to disciplinary actions and hearings and articulates the specific safeguards that will be put in place to protect such students.</p> <p>6. The applicant group has clear safeguards and protocols in place for the ongoing review of student data to protect against disproportionate and/or over-identification of students belonging to historically marginalized subgroups as students with exceptionalities and provides clear steps that will be taken as corrective action should data suggest that subgroup disproportionality and/or over-identification has occurred.</p>
AP.30	<p>If the school plans to implement a dress code policy, describe the policy and the rationale for its selection. Identify potential barriers of access to the uniform, given the intended student population, including proposed remedies.</p>	<p>1. The applicant group provides a comprehensive description of the proposed school uniform including estimated costs per student. (if applicable)</p> <p>2. The applicant group describes the most likely barriers to accessing school uniforms and the actions that the proposed school will take to support families, ensure equity of access, and protect the self-esteem and well-being of students. (if applicable)</p>
AP.31	<p>Based on an analysis of past performance, has any subgroup disproportionately been disciplined through out of school suspensions or expulsions relative to the entire student population? Explain the analysis that has been conducted to either verify or refute disproportionate discipline practices. As a result of the analysis, explain any processes, policies, and practices that have been changed and/or will be changed for the proposed school.</p>	<p>1. If single-site currently: The applicant group provides disproportionality calculations for all subgroup students at the school currently managed by the non-profit charter board in line with <u>Louisiana's method of calculating disproportionality</u> including specific risk ratios for each subgroup. The LDE will calculate as well for verification by the applicant.</p> <p>2. Applicant group can show no more than one student subgroup is disproportionately disciplined OR, if the school has multiple subgroups identified as disproportionately</p>

		<p>disciplined, can show that each group has decreased risk by 50% in the last two years.</p> <p>3.If CMO: The applicant group provides disproportionality calculations for all subgroup students at each school and across the Charter Management Organization as a whole in line with <u>Louisiana’s method of calculating disproportionality</u> including specific risk ratios for each subgroup.</p> <p>4.Applicant group can show no more than one student subgroup per school is disproportionately disciplined and one subgroup per CMO OR, if the school has multiple subgroups identified as disproportionately disciplined, can show that each group has decreased risk by 50% in the last two years at the school and across the CMO.</p> <p>5.IF ESP: The applicant group provides disproportionality calculations for all subgroup students at each school in the ESPs portfolio and across the ESP as a whole in line with <u>Louisiana’s method of calculating disproportionality</u> including specific risk ratios for each subgroup.</p> <p>6.Applicant group can show no more than one student subgroup per school is disproportionately disciplined and one subgroup per ESP OR, if the school has multiple subgroups identified as disproportionately disciplined, can show that each group has decreased risk by 50% in the last two years at the school and across the CMO.</p> <p>7.The applicant group provides detailed information about the policies, practices or procedures that have been or will be changed to correct significant disproportionality and the proposed changes made or to be made are demonstrably likely to correct areas of significant disproportionality.</p>
AP.32	How will the school engage parents/guardians and the community once it’s open, include:	1. The applicant group has a detailed and specific plan to encourage strong partnerships with families and community



	<ul style="list-style-type: none"> <li>a. How the school will build strong family- school partnerships to engage parents/guardians throughout the life of the charter;</li> <li>b. Formalized mechanisms to ensure parent/guardians and the community are involved in decision making and have opportunities to provide regular feedback to the school leader and charter board;</li> <li>c. Provide a plan for how parent/guardians, students, and community can submit or share a concern about a charter board decision, administrative procedure, or practice at the school; and</li> <li>d. <i>Attachment 10: Grievance Policy</i></li> </ul>	<p>stakeholders that outlines specific opportunities for engagement, regular opportunities to provide feedback to school leadership and the charter board, and a clear procedure by which families, students, and community stakeholders may share concerns with school leadership and the charter board.</p> <p>2. The applicant group’s plan for family and community engagement includes formal structures by which the proposed school will seek family and community input in decision-making processes.</p> <p>3. The applicant groups plan for family and community engagement reflects a clear attempt to ensure equity of access for all families and community stakeholders by ensuring that opportunities for engagement vary by time, type, and response options.</p>
AP.33	<p>List and provide a detailed description of the charter school’s measurable academic goals aligned to LEAP 2025, ACT, and graduation rate (as applicable) reflecting where the school envisions itself academically each year of its contract year for the initial term. Include an overall percentage of proficiency for each grade level and content area, as well as subgroup percentages (economically disadvantaged, students with disabilities, and English Learners).</p>	<p>1. The applicant group has accurate estimates of baseline performance for all core content areas for the student population that they propose to serve.</p> <p>2. The applicant group provides a logical plan to establish student performance goals that relies on diagnostic data that uses the same metrics as the performance goals themselves.</p> <p>3. The applicant group has a plan to establish performance goals for all student achievement data considered in calculating schools’ performance scores.</p> <p>4. The applicant group provides a plan to improve student performance at a rate that they show is reasonable and ambitious and takes into consideration the renewal and extension performance standards of the Charter School Performance Compact.</p> <p>5. (If applicable) If the applicant group additionally names goals related to their specialized focus, the goals are</p>

Organizational Plan and Capacity: Growth Plan		measurable, ambitious, and feasible.
Question #	Question	Evaluation Standard
OPC.GP.1	<p>Indicate whether the proposed new school(s) will adopt the same policies and practices as existing schools in the network concerning the topics below. If the proposed new school model will differ from existing schools, highlight the key distinctions from the areas listed below. If specific policies or practices still need to be developed for the new school(s), include a timeline with clear tasks, owners, and deliverables for that topic. (Responses should be no more than 1-3 paragraphs per topic. If the new school will follow the same practice or policy, simply state there will be no change.)</p> <ol style="list-style-type: none"> <li>Promotion and graduation policy</li> <li>Instructional leadership roles</li> <li>Teacher and school leader evaluation policies</li> <li>Hiring processes (including qualifications and responsibilities for instructional and administrative staff)</li> <li>Food services</li> <li>Transportation</li> </ol>	<ol style="list-style-type: none"> <li>The applicant group provides a comprehensive overview of any policies and practices to be changed including the rationale behind such changes. [as applicable]</li> <li>Within the rationale, the applicant has demonstrated how the changes to the current policies and practices have a clear benefit and will support the school's success in objective and tangible ways. [as applicable]</li> <li>For policies and practices to be developed, the applicant group provides a specific timeline with clear tasks, owners and deliverables and is demonstrably likely to complete all policy and/or practice updates in time for effective implementation on the first day of school. [as applicable]</li> </ol>
OPC.GP.2	Describe the number of schools you are planning to open in Louisiana every year for at least the next five years, the communities, and location in which you plan to open those schools, the year in which each school will open, and identify the instructional model and grade band.	1. The applicant group provides a comprehensive description of the number of planned openings of the applicant non-profit board in the next five years and a reasonable growth rate informed by student and community need.
OPC.GP.3	What is the rationale for the proposed growth strategy in Louisiana and elsewhere (if applicable)? In addition to having the opportunity to reach and educate more students, what does the organization hope to gain by adding new school(s)? Describe the organization's strategic vision and desired impact of its growth plan.	<ol style="list-style-type: none"> <li>The applicant group provides a rationale and growth strategy aligned to student/community need and specific reasons why the application group believes that they will be successful and/or examples of past success that demonstrates that the applicant group is well-prepared to grow in Louisiana.</li> <li>The strategic vision and desired impact, as described by the applicant group, clearly outlines the perceived benefits of organizational growth for all stakeholders.</li> </ol>
OPC.GP.4	How did the organization determine the proposed pace and	1. The organization's/ESP's growth plan and strategy related to

	<p>scope of growth? What academic, financial, and organizational metrics does the board consider when assessing the organization’s capacity to grow? Explain any “green lighting” procedures and discuss how the network currently performs against key benchmarks for expansion.</p>	<p>the applicant school is well- informed by current school performance, operational capacity and financial viability.</p> <p>2. The applicant group can articulate clear metrics used in order to determine readiness for growth and the metrics outlined clearly demonstrate that the organization has the academic track record, organizational capacity and financial capacity to add one or more schools to the current portfolio.</p>
<p>OPC.GP.5</p>	<p>Discuss the risks associated with implementing the proposed growth plan (e.g. identifying facilities, fundraising, identifying high-quality school leaders and teachers, meeting enrollment targets, sustaining high levels of academic performance). What contingency plans have been developed to help mitigate these risks?</p>	<p>1. The applicant group articulates clear, potential general and organization-specific risks associated with growth and has strong contingency plans in place to ensure that the applicant group can successfully expand without injury (academic, organizational or financial) to current schools in the portfolio or the inability to execute the program described in this application.</p>
<p>OPC.GP.6</p>	<p>List any current or past litigation, including arbitration proceedings, that has involved the organization. Discuss the outcomes and/or any demands identified as part of the arbitration or litigation. Cite any instances in which the organization’s schools have had their contract terminated, voluntarily closed, or have not been renewed by their authorizer. In addition, describe all instances in which the MO/ESP has exited a contract or partnership with a school, including instances where a school has terminated its agreement with the MO/ESP. Please explain the circumstance surrounding these incidents. Discuss any non-openings that the organization has experienced (i.e., a school received approval but did not successfully open). Describe the circumstances surrounding these incidents.</p> <p><i>Note: Based on the severity of issues, deficiencies or litigation, additional information may be requested and reviewed as part of this application and included in the school’s final evaluation. Failure to disclose requested information shall result in immediate disqualification from the application process.</i></p>	<p>1. The applicant group provides a complete and comprehensive list of all current past litigation including the outcomes and/or demands identified as part of arbitration.</p> <p>2. The applicant group provides complete and comprehensive information detailing the circumstances that led to contract termination, voluntary closures and/or non- renewal of a charter contract as decided by the school’s authorizer. [as applicable]</p> <p>3. The applicant group provides complete and comprehensive information detailing the circumstances in which agreements between the management organization or education services provider and the nonprofit charter school board were severed. [as applicable]</p> <p>4. The applicant group provides complete and comprehensive information detailing the circumstances in which the organization has previously received approval to open a charter school but failed to do so. [as applicable]</p> <p>5. The applicant group must provide verifiable evidence that all issues listed have been successfully rectified at the time that the</p>

		<p>charter application is submitted. [as applicable]</p> <p>6. If any of the outcomes described as part of this question have been experienced by the applicant group and/or the proposed management organization and/or education services provides, the applicant group provides clear and compelling evidence that the issues leading to each outcome have been addressed, safeguards have been put in place to avoid a recurrence of such incidents, and that these updated policies, procedures and safeguards are demonstrably likely to avoid future recurrence of previously experienced negative outcomes.</p>
Organizational Plan and Capacity		
Question #	Question	Evaluation Standard
OPC.1	How many new employees (teachers, network staff, and other key school support staff) will the organization hire each year of growth if approved to open the proposed school(s)? Discuss the organization's current capacity to meet these demands. Consider previous hiring patterns, current retention rates, and human resources capacity at the network level.	<ol style="list-style-type: none"> <li>1. The applicant group's recruitment plan outlines a reasonable timeline with key hiring milestones that the proposed school must meet in order to be fully staffed for each year of growth.</li> <li>2. The applicant group has a thorough understanding of the organization's capacity to meet hiring demands of growth.</li> </ol>
OPC.2	Discuss the organization's capacity and strategy to ensure these positions and the positions at existing schools will be filled by diverse quality candidates. If partnering with a Management Organization or Education Service Provider, please specify their role in the selection process.	<ol style="list-style-type: none"> <li>1. The applicant group outlines specific recruitment strategies and potential sources for general education and specialized teachers to fill recruitment needs of a diversified staff.</li> </ol>
OPC.3	Provide a narrative explaining the organization's lines of reporting and accountability, the rationale of how this structure supports the proposed school model, and the roles of any management or partner organizations.	<ol style="list-style-type: none"> <li>1. The applicant group provides a thorough explanation of the reporting structure and a strong rationale demonstrating that the proposed lines of accountability and reporting support the school model.</li> </ol>
OPC.4	<i>Attachment 11: Provide organizational charts for the first and fifth year of operation clearly showing the reporting structures between the CEO, school leader(s), charter board, and all staff including instructional, operational, and financial staff. If the charter board intends to contract or partner with an entity for management or educational service provider, the organizational charts should also reflect that relationship.</i>	<ol style="list-style-type: none"> <li>1. The organizational chart and corresponding job descriptions include all essential responsibilities and positions (academic, operational, and financial) necessary to implement the school's plans.</li> <li>2. The organizational chart clearly denotes the reporting structures between CEO (if applicable), school leaders, the charter board and all staff.</li> </ol>

		<p>3. (If applicable) The organizational chart clearly outlines the relationship between the Education Services Provides (ESP) and the charter board.</p>
<p>All responses in this section (OPC.5) must speak specifically to the proposed school leadership team that includes instructional, operational, and financial leadership. Specifically, this should be the senior most individuals of the team in each of these areas.</p>		
<p>OPC.5</p>	<p><i>Attachment 12: Provide the resume for every member of the proposed school leadership team. Provide a cover sheet for each resume that includes the persons proposed role, brief description of major responsibilities, justification for proposed role through evidence of student impact data for instructional leaders, justification for proposed role through evidence of organizational, operational or financial viability for other staff, and any explanation for time lapses listed on the resume.</i></p>	<ol style="list-style-type: none"> <li>1. The identified members of the leadership team have previously managed a school, a team of teachers, or an academic program that showed clear growth or success under their responsibility.</li> <li>2. The school leadership team has held past leadership positions in which they held a high level of responsibility and accountability for the operations and/or finances of a given organization. OR all schools within the non-profit organization have met all expectations outlined in Bulletin 126 for the past five years.</li> <li>3. The leadership team has provided evidence that establishes a track record of improving student achievement, and/or provides sufficient data to demonstrate the leadership team’s ability to develop a high performing team of teachers across multiple years. OR all schools within the non-profit organization have met all expectations outlined in Bulletin 126 for the past five years.</li> </ol>
<p>OPC.6</p>	<p>Describe the school’s professional development approach for instructional staff and explain how it supports the effective implementation of the educational plan for the intended student population, including:</p> <ol style="list-style-type: none"> <li>a) Identification of the staff members responsible for leading professional development;</li> <li>b) An overview of the frequency and format of professional development;</li> <li>c) An overview of professional development topics and timeline to occur prior to school opening; and</li> <li>d) The process by which additional professional development topics will be identified.</li> </ol>	<ol style="list-style-type: none"> <li>1. The applicant group provides a comprehensive professional development plan that is clearly aligned to the effective implementation of the proposed educational plan. [Non-evaluative standard]</li> <li>2. The applicant group provides evidence that professional development at the proposed school will be led by content experts, occur on a regular basis, follow a defined scope and sequence and allow for the flexibility to add additional topics as the needs arise.</li> <li>3. (If applicable) If the applicant group plans to contract with external providers for professional development, the applicant outlines the process used to select the external provider and</li> </ol>

		rationale for doing so.
OPC.7	Explain the school’s approach to professional development and training opportunities for operational and financial staff.	1. The applicant group provides a comprehensive professional development plan that is clearly aligned to the effective implementation of the operational and financial goals and plans outlined in this application.
OPC.8	In addition to professional development outlined above, how will your school prepare teachers and staff to work with a diverse student population that recognizes, affirms, and supports the racial, social, and cultural differences present within the intended student population?	<ol style="list-style-type: none"> <li>1. The applicant group clearly outlines the steps that that will be taken to prepare teachers and staff to work with a diverse student population.</li> <li>2. The steps proposed by the applicant group are directly related to the requirement of recognizing, affirming and supporting racial, social and cultural differences and would reasonably result in enhanced teacher and staff capacity to serve a diverse student population.</li> </ol>
OPC.9	Describe the school’s approach to ongoing individual teacher support through coaching and feedback systems.	1. The applicant group provides a process by which teachers will receive differentiated, data-driven coaching and development.
OPC.10	<i>Attachment 13: Provide the resume for every member of the charter board. Provide a cover sheet for each resume that includes the person’s role, brief description of major responsibilities, expertise area, and a brief justification for board membership.</i>	<ol style="list-style-type: none"> <li>1. The applicant describes how each board member’s described role on the board matches their professional skill set.</li> <li>2. For each of the following areas, there is at least one board member able to provide expertise – academics, finances, legal issues, management and operations, and community relations, OR the applicant describes current recruitment plans for board members to provide the above areas of expertise.</li> <li>3. The responsibilities enumerated for each role enable a clear division of roles among the board members.</li> <li>4. [Applicable to Type 2 Charter Applicants] The board is comprised of at least seven board members.</li> <li>5. [Applicable to Type 2 Charter Applicants] The board is representative of the community in which the charter school is located and no fewer than 60 percent of its members reside in the community in which the charter school is located.</li> </ol>
OPC.11	Identify any existing relationships that could pose actual or perceived conflicts if the application is approved; discuss	1. The applicant provides an accurate description of any existing relationships that the board may have that could pose an actual

	<p>specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts.</p>	<p>or perceived conflict of interest.</p> <p>2. The applicant communicates how the board uses a logical process by which they identify any actual conflicts of interest and the steps that the board will take to ensure that all potential conflicts of interest are avoided.</p> <p>3. The applicant articulates a logical process by which the board shall identify any perceived conflicts of interest and the steps that the board will take to mitigate the perceived conflict.</p>
OPC.12	<p>Describe the governance structure and duties of the charter board. Describe any committees, advisory bodies, or councils and their roles and responsibilities. Explain how the proposed structure will ensure accessibility to staff, community and families. Describe how the board will interact with the CEO/School Leader/ESP.</p>	<p>1. The applicant group's response demonstrates a clear understanding that the charter board serves as a governing body rather than the entity responsible for the day to day execution of the proposed school model and academic plan.</p> <p>2. The applicant group's response demonstrates a clear understanding of the roles and responsibilities of the charter board with regard to governance of the school and supervision of the school leader, CEO and Educational Services Provider (ESP) (as applicable).</p> <p>3. Each committee, advisory body or council that exists as part of the charter board governance structure has a legitimate purpose, defined role, and clear responsibilities that support the work of the charter board as a whole.</p>
OPC.13	<p>Are there any areas of expertise or experience the current board seeks to fill? If so, explain the area and rationale for need on the board, as well as the recruitment plan, to fill that position.</p>	<p>1. The board provides a candid assessment of the board's current opportunities for growth and/or unfilled areas of expertise.</p> <p>2. The board articulates a logical new member recruitment plan that prioritizes the required areas of expertise, as well as logical new member on-boarding plan that ensures that all new members are familiar with board bylaws and requirements.</p>
OPC.14	<p>Explain how the board will monitor the academic, organizational and financial goals stated within the application, including actions that will be employed if the</p>	<p>1. The board has a logical and feasible plan by which they will monitor the proposed school's progress toward academic, organizational and financial goals stated in this application</p>

	<p>school is trending toward not meeting set forth standards.</p>	<p>including the metrics that will be used to gauge performance, the frequency by which progress monitoring will occur and the specific steps that will be taken if the school is not on track to meet academic goals, organizational goals, and/or financial goals.</p> <p>2. The board’s monitoring plan includes frequent monitoring of academic, organizational and financial indicators in order to quickly detect areas of underperformance and apply corrective actions quickly, if necessary.</p> <p>3. The academic, financial and organizational indicators to be reviewed as part of the board’s monitoring plan should, at a minimum, include the expectations of the Charter School Performance Compact.</p>
<p>OPC.15</p>	<p>Explain how the board will monitor progress toward accountability and renewal standards, including actions that will be employed if the school is trending toward not meeting set forth standards.</p>	<p>1. The board has a comprehensive monitoring plan by which they will assess the proposed school’s progress toward accountability and renewal standards.</p> <p>2. The board demonstrates a thorough understanding of renewal and accountability expectations and has strong systems in place to monitor progress toward renewal at several checkpoints throughout the charter term as well as communicates what action steps will be taken when the school is trending toward not meeting set forth standards.</p>
<p>OPC.16</p>	<p>If a single site/CMO: Describe the role of the board in evaluating the school leader/CEO and holding them accountable for school performance, including:</p> <ol style="list-style-type: none"> <li>a. The information the board will collect;</li> <li>b. The specific measures and metrics to be used; and</li> <li>c. The timeline and frequency of evaluation.</li> </ol>	<p>1. The applicant group demonstrates a clear understanding of the board’s responsibility to evaluate and hold the school leader/CEO accountable to school performance standards.</p> <p>2. The applicant group articulates a specific set of standards that the school leader must satisfy in order to keep the school on track to achieve its vision. These standards must, at a minimum, reflect the performance metrics outlined in the Charter School Performance Compact.</p> <p>3. The board identifies the information that will be used to determine if the school leader/CEO has satisfied each standard,</p>



		<p>the timeline and frequency by which performance will be evaluated and the process by which they will collect that information.</p> <p>4. The board has a logical decision-making framework and process to support and hold the school leader/CEO accountable according to a set of standards that will further the school’s mission.</p> <p>5. The applicant describes the steps the board and school leader will take in the event the leader does not meet accountability measures. There are clear metrics that trigger different courses of action, and the board has specific metrics it will use to make personnel decisions.</p>
<p>OPC.17 (ESP Only)</p>	<p>[If partnering with an Education Services Provider (ESP)]          Describe the role of the board in evaluating the ESP and holding them accountable for academic, organizational, and financial outcomes including:</p> <ul style="list-style-type: none"> <li>a) The information the board will collect;</li> <li>b) The specific measures and metrics to be used; and</li> <li>c) The timeline and frequency of evaluation.</li> </ul>	<p>1. The applicant group demonstrates a clear understanding of the board’s responsibility to evaluate and hold the Education Service Provider (ESP) accountable to school performance standards.</p> <p>2. The applicant group articulates a specific set of standards that the ESP must satisfy in order to keep the school on track to achieve its vision. These standards must, at a minimum, reflect the performance metrics outlined in the Charter School Performance Compact.</p> <p>3. The board identifies the information that will be used to determine if the ESP has satisfied each standard, the timeline and frequency by which performance of the ESP will be evaluated and the process by which they will collect that information.</p> <p>4. The board has a logical decision-making framework and process to support and hold the ESP accountable according to a set of standards that will further the school’s mission.</p> <p>5. The applicant describes the steps the board and ESP will take in the event the leader does not meet accountability measures. There are clear metrics that trigger different courses of action, and the board has specific metrics it will use to make decisions</p>

		regarding the continued relationship with the ESP.
OPC.18	Describe plans for increasing the capacity of the charter board. Include the plan for training and development of new members and continuing members. Provide an overview of the topics to be covered.	<ol style="list-style-type: none"> <li>1. The board articulates a logical process by which they will assess their own strengths and weaknesses, as well as a comprehensive training plan that corresponds with lacking areas of expertise.</li> <li>2. The board articulates a logical new member recruitment plan that prioritizes the required areas of expertise, as well as logical new member on-boarding plan that ensures that all new members are familiar with board bylaws and requirements.</li> </ol>
OPC.19	Specify where and how frequently the board plans to meet. Describe the procedures that will be in place to ensure compliance with the Open Meetings Laws and Open Records Act.	<ol style="list-style-type: none"> <li>1. The applicant group provides comprehensive a board meeting schedule including proposed times, location and a high-level overview of procedures that the board will follow to maintain compliance with Open Meetings Laws and Open Records Act.</li> </ol>
OPC.20	<i>Attachment 14: Provide a draft of the proposed charter board's governing by-laws.</i>	<ol style="list-style-type: none"> <li>1. A preliminary review indicates the by-laws provided by the applicant group meet all requirements as outlined in law and policy.</li> </ol>
OPC.21 (Corporate Partnership Only)	[If partnering with a Corporate Partner] Identify the partner organization as defined in Bulletin 126, Chapter 39, selected to assist in the implementation of the school model and describe the terms of the partnership.	<ol style="list-style-type: none"> <li>1. The applicant group provides a clear description of the proposed partnership including the rationale for entering into such a partnership and the terms that will govern the partnership.</li> <li>2. The relationship between the proposed applicant group and the non-profit charter board meets all requirements as outlined in Bulletin 126, Chapter 39.</li> </ol>
OPC.22 (Corporate Partnership Only)	[If partnering with a Corporate Partner] Attachment 15: Provide a copy of the MOU/Contract.	<ol style="list-style-type: none"> <li>1. The MOU/Contract provided by the applicant group clearly outlines the terms of the partnership between the non-profit board and the partner corporation and meets all applicable requirements outlined in law and policy, based on a preliminary review</li> </ol>
OPC.23 (ESP Only)	[If partnering with an Education Services Provider (ESP)] Provide rationale for consideration of an ESP, including: <ol style="list-style-type: none"> <li>a) List of all companies/organizations considered;</li> <li>b) Evaluation of all companies/organizations considered; and</li> <li>c) Rationale for selected provider.</li> </ol>	<ol style="list-style-type: none"> <li>1. The applicant group provides evidence that thorough review of the ESP has occurred before agreeing to partner with the organization.</li> <li>2. The applicant group provides the metrics and rationale by which each proposed ESP was evaluated and the results of each</li> </ol>

		<p>evaluation.</p> <p>3. The applicant group provides a clear and compelling rationale that explains why it is in the best interest of the applicant group to partner with an ESP rather than directly managing all aspects of the school.</p>
<p>OPC.24 (ESP Only)</p>	<p>[If partnering with an Education Services Provider (ESP)]          Provide evidence of the service provider’s success in serving the intended student population, including demonstrated academic achievement, fiscal responsibility, and organizational effectiveness.</p>	<p>1. [Applicable to ESP’s currently operating schools in Louisiana] All schools managed by the ESP meet the expectations for operators according to BESE Bulletin 126 or provides a thorough and rational explanation of the failure to do so as well as a description and timeline of a plan in place to meet the expectations.</p> <p>2. [Applicable to ESP’s not operating schools in Louisiana] The applicant group demonstrates that, at the time of their application, the schools managed by the ESP would meet the renewal standards of each state in which they operate.</p> <p>3. [Applicable to ESP’s not operating schools in Louisiana] Using data collected from nationally normed testing, the applicant group demonstrates that the ESP’s schools are high performing and that they outperform their peer schools by meeting one of the standards below.</p> <p style="padding-left: 40px;">In tested subject areas, the ESP’s schools’ consistently have a higher level of proficiency than their peer schools with an equal or higher percentage of their target student population.</p> <p style="padding-left: 40px;">OR:</p> <p style="padding-left: 40px;">In tested subject areas, the ESP’s schools’ student performance growth consistently outpaces that of their peer schools with an equal or higher percentage of their target student population.</p> <p>4. [Applicable to ESP’s not operating schools in Louisiana that serve</p>

		<p>grades 9-12]</p> <p>Over multiple years, the ESP’s schools have a consistently higher graduate rate than peer schools with an equal or higher percentage of their target student population.  OR:</p> <p>Over multiple years, the ESP’s schools have consistently higher growth in their graduation rate than peer schools with an equal or higher percentage of their target student population.</p> <p>5. [Applicable to ESP’s not operating schools in Louisiana that serve grades 9-12]</p> <p>Over multiple years, the ESP’s schools have a consistently higher college matriculation rate than peer schools with an equal or higher percentage of their target student population.</p> <p>OR:</p> <p>Over multiple years, the ESP’s schools have consistently higher growth in their graduation rate than peer schools with an equal or higher percentage of their target student population.</p> <p>6. [Applicable to ESP’s not operating schools in Louisiana]</p> <p>The ESP’s schools consistently academically outperform surrounding schools with an equal or higher percentage of their target student population.</p> <p>OR:</p> <p>The ESP’s schools’ student performance growth consistently</p>
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		outpaces that of surrounding schools with an equal or higher percentage of their target student population.
OPC.25 (ESP Only)	[If partnering with an Education Services Provider (ESP)] Clearly specify the decisions and services the organization or provider will be responsible.	1. The applicant group provides a clear and comprehensive list of all decisions made and services rendered in the course of operating a Louisiana charter school in the course of one calendar year and indicates the decisions or services for which the ESP is responsible.
OPC.26 (ESP Only)	[If partnering with an Education Services Provider (ESP)] <i>Overview Template: A list of schools within the organization or provider's portfolio, location, authorizer, and overall academic performance.</i>	[Non-evaluative question] 1. The applicant group provides all requested data and information.
OPC.27 (ESP Only)	[If partnering with an Education Services Provider (ESP)] Provide a detailed plan outlining the mechanisms by which the charter board will oversee and hold the ESP accountable to the agreed upon terms. Explain the conditions under which the contractual relationship may be terminated.	1. The applicant group provides a detailed and comprehensive oversight plan outlining the metrics and mechanism by which the charter board will hold the ESP accountable to agreed upon terms.  2. The oversight plan includes a clearly defined process and timeline by which the charter board will review agreed upon terms and evaluate the degree to which the ESP has met contractual obligations on, at minimum, an annual basis.  3. The oversight plan includes a description of the actions that the charter board may take based on the results of the evaluation should the ESP (i.e. termination, renegotiation, probation, etc.)  4. The oversight plan includes a clear description of the conditions under which the charter board may terminate the contractual relationship and the process and timeline associated with termination.  5. The oversight plan includes a logical, feasible, thorough and comprehensive contingency plan detailing the actions that the charter board would take in order to directly run the proposed charter school in the event that the ESP agreement is terminated for any reason.

<p>OPC.28 (ESP Only)</p>	<p>[If partnering with an Education Services Provider (ESP)] Disclose and explain any existing or perceived conflicts of interest between the board and proposed ESP or affiliated business entity.</p>	<ol style="list-style-type: none"> <li>1. The board provides an accurate description of any existing or potential relationships that could pose an actual or perceived conflict of interest between the board and the ESP or the ESP and an affiliated business entity.</li> <li>2. The board articulates a logical process by which they identify any actual conflicts of interest and the steps that the board will take to ensure that all potential conflicts of interest are avoided.</li> <li>3. The board articulates a logical process by which they will identify any perceived conflicts of interest and the steps that the board will take to mitigate the perceived conflict.</li> </ol>
<p>OPC.29 (ESP Only)</p>	<p>[If partnering with an Education Services Provider (ESP)] Describe the causes that led to and current status of:</p> <ol style="list-style-type: none"> <li>a. Any performance deficiencies or compliance violations;</li> <li>b. Any litigation of any Louisiana school; and</li> <li>c. Any material audit findings for a school or the organization.</li> </ol> <p><i>Note: Based on the severity of issues, deficiencies or litigation, additional information may be requested and reviewed as part of this application and included in the school's final evaluation. Failure to disclose requested information shall result in immediate disqualification from the application process.</i></p>	<ol style="list-style-type: none"> <li>1. The applicant group provides a comprehensive list of all performance deficiencies, compliance violations, litigation against Louisiana schools, and material audit findings for schools managed by the ESP and the causes that led to these events.</li> <li>2. The applicant group must provide verifiable evidence that all issues listed have been successfully rectified at the time that the charter application is submitted.</li> </ol>
<p>OPC.30 (ESP Only)</p>	<p>[If partnering with an Education Services Provider (ESP)] <i>Appendix 16: Provide an independent audit of the ESP. An acceptable submission includes the full ESP independent audit or an independent audit focused only on the charter operations of the ESP.</i></p>	<ol style="list-style-type: none"> <li>1. There are no material findings in the ESP's most recent audited financial statements.</li> </ol>
<p>OPC.31 (ESP Only)</p>	<p>[If partnering with an Education Services Provider (ESP)] <i>Attachment 17: ESP MOU or Contract</i></p>	<ol style="list-style-type: none"> <li>1. The board maintains independence from the ESP by articulating strong accountability provisions and avoiding opportunities for the ESP to gain leverage over the board.</li> <li>2. The ESP cannot control board membership.</li> <li>3. The ESP contract does not allow for any form of leverage –</li> </ol>

		including but not limited to severance fees and facilities ownership – by which the ESP can ensure renewal of their contract.
OPC.32	List and provide a detailed description of the charter school’s measurable organizational goals each year of its contract year for the initial term.	<p>1. The applicant group provides a detailed list and description of the charter school’s measurable organizational goals for each year of its contract for the initial term.</p> <p>2. The applicant group provides organizational goals that are specific, reasonable, ambitious yet attainable and aligned to, at a minimum, the expectations outlined in the Charter School Performance Compact.</p>
<b>Financial Plan and Capacity</b>		
<b>Question #</b>	<b>Question</b>	<b>Evaluation Standard</b>
FPC.1	Describe how the school will manage its non-academic services once it opens and who will be responsible for overseeing which operational aspects of the school, including transportation, food services, facilities, purchasing processes, student records and school safety.	1. The applicant group has a logical and feasible plan for managing all non-academic services upon opening and has identified the person(s) or position(s) responsible for oversight of all operational aspects of the school.
FPC.2	<i>Overview Template: Complete the enrollment projection chart for the initial charter term of the proposed school.</i>	[Non-evaluative Question]
FPC.3	Describe the strategy to recruit and enroll the intended student population including; <ul style="list-style-type: none"> <li>a) Process, timeline, and requirements for parents and students to apply;</li> <li>b) Identification of potential barriers to access to the school and explain how the school will mitigate the barriers</li> <li>c) Description of the admission policy for the school, including any preferences; and</li> <li>d) Explanation of lottery procedures (if applicable).</li> </ul>	<p>1. The applicant group provides a legal and logical plan to garner interest in the school and subsequently enroll students including specific details about the enrollment process, timeline and application requirements.</p> <p>2. The applicant group has identified potential barriers to access (e.g. lack of internet access, lack of transportation, frequent changes in home address, inability to visit school during work hours, etc.) and has created an enrollment process that ensures equitable access for families of all backgrounds and needs.</p> <p>3. The applicant group provides a logical plan for enrolling students that includes a plan for collecting applications, reviewing applications for eligibility, and communicating decisions on those applications to families.</p>

		<p>4. The enrollment process identifies the individual or entity who will conduct the lottery in the event that it is necessary, the method that will be used to conduct the lottery, the preferences that will be used to rank students in the lottery, and the process for managing the waitlist if the school chooses to have one.</p> <p>5. [Applicable to schools with a specialized focus and admissions requirements] Admissions requirements are aligned to the specialized focus of the school.</p> <p>6. Applicable to schools with admissions requirements] Admissions requirements comply with R.S. 17:3991(B)(3).1</p>
FPC.4	<p>Provide evidence demonstrating the organization’s compliance with the required enrollment of economically disadvantaged and special education student percentages over the past three years for all schools within the portfolio. Explain the plan for ensuring the proposed school will retain the intended student population and specifically remain in compliance with the required economically disadvantaged and special education percentages.</p>	<p>1. The applicant group provides clear and compelling evidence to show that the organization has maintained compliance with all required enrollment percentages of economically disadvantaged and special education students for the past three years for all schools within the portfolio.</p> <p>2. The applicant group intends to recruit a student population that includes a percentage of Economically Disadvantaged students and Students with Disabilities that meets or exceeds the minimum percentages outlined in law and policy for the enrollment zone identified.</p> <p>3. The applicant group demonstrates with data that they have identified pools from which to recruit students that will enable them to meet their enrollment targets.</p>
FPC.5	<p>Describe the facility needs of the proposed school including:</p> <ol style="list-style-type: none"> <li>Desired or acquired location of the school facility;</li> <li>Unique features necessary to implement the school design and programming;</li> <li>The number of classrooms required each year;</li> <li>Any additional spaces needed to support academic programming; and</li> <li>Space requirements for administrative and operational functions.</li> </ol>	<p>1. The applicant group provides a comprehensive description of the facility needed to implement the proposed academic program.</p> <p>2. The facility needs outlined by the applicant group are realistic, affordable, and shown to exist in the proposed school’s desired location.</p>



<p>FPC.6</p>	<p>Describe the efforts to date to secure a facility for the school including:</p> <ul style="list-style-type: none"> <li>a. If the applicants have identified a facility, a description of the facility and how it meets the school’s needs including its location and whether it is new construction, part of an existing public or private school building, or must be renovated for use; or</li> <li>b. If the applicants have not identified a facility, explain the plans for securing a suitable facility and preparing it for use by the time the school would open (including assuring that it meets specifications). Also, explain any contingency planning including the associated costs.</li> </ul>	<p>If the applicant group has identified a facility:</p> <ol style="list-style-type: none"> <li>1. The applicant group has identified a facility that will allow the school to serve the intended student population and community as outlined in this charter application.</li> <li>2. The applicant group provides a thorough description of the current state of the identified facility and provides a logical and feasible plan by which the identified facility will be prepared for use as a public school including associated costs, resources to allocate toward renovations, the availability of facilities in the targeted area suitable to house a public school and contingency plans should the applicant group fail to secure a facility in the timeline provided.</li> <li>3. The applicant group outlines any potential barriers to fully securing the identified facility and has a strong contingency plan in place should the facility become unavailable, unaffordable or unsuitable.</li> </ol> <p>If the applicant group has not yet identified a facility:</p> <ol style="list-style-type: none"> <li>4. The applicant group provides a description of the efforts to date to identify and secure a facility that will allow the school to serve the intended student population and community as outlined in this charter application.</li> <li>5. The applicant group provides a description of the timeline by which a facility will be identified and prepared for use as a school including associated costs, resources to allocate toward renovations, the availability of facilities in the targeted area suitable to house a public school and contingency plans should the applicant group fail to secure a facility in the timeline provided.</li> </ol>
<p>FPC.7</p>	<p>If the charter school education corporation, ESP, CMO, or partner organization would own or lease a facility, provide a description of the ownership or lease arrangement indicating specifically any potential conflicts of interest and arrangements</p>	<ol style="list-style-type: none"> <li>1. The facility arrangement described by the applicant group protects against the ESP, CMO or partner organization gaining any form of leverage over the proposed applicant group or charter school – including but not limited to severance fees and facilities</li> </ol>

	<p>by which the education corporation would manage or avoid such conflicts. (if applicable)</p>	<p>ownership – by which the ESP, CMO or partner organization can ensure a continued relationship with the applicant group.</p> <p>2. The applicant group outlines the potential for any real or perceived conflicts of interest and has a clear plan that can effectively mitigate any perceived conflicts of interest and remove any real conflicts of interest.</p> <p>3. The terms set forth in any facilities use and/or lease agreement are devoid of any potentially unfair or abusive terms including high interest rates, high fees, and terms that strip the non-profit of equity.</p>
<p>FPC.8</p>	<p><i>Attachment 18: Provide a list of the types of insurance coverage the school will secure, a brief description of each, and describe the levels of coverage.</i></p>	<p>1. The applicant group provides a thorough description of the types of insurance to be procured and coverage amounts.</p> <p>2. The applicant group has allocated the appropriate resources toward procuring and maintaining the required types of insurance and coverage levels required of public schools in Louisiana.</p> <p>3. The applicant group commits to procuring any additional insurance outlined in the pre-opening process prior to the beginning of the school year, if approved.</p>
<p>FPC.9</p>	<p>Complete all requirements of the financial template including detailed narratives of assumptions for budgeted items. Provide specific information as requested in the financial model on all revenue sources outside of MFP such as philanthropy, non-committed philanthropy and/or student fees.</p>	<p>1. Projections are based on accurate, conservative, and legally compliant assumptions.</p> <p>2. No essential services are funded at amounts that would preclude the applicant group from implementing their plan.</p> <p>3. There is no evidence that the school ever will become insolvent or lack access to the necessary amount of liquidity. (if applicable)</p> <p>4. There are no material findings in the non-profit organization’s most recent audited financial statements.</p> <p>5. Assumptions about facilities in all financial statements</p>

		<p>correspond to a conservative facility plan and account for possible contingencies.</p> <p>6. The applicant group has provided evidence that any non-guaranteed funding sources included in the budget narrative have already been committed or will be committed and that should these non-guaranteed funds fail to materialize, the applicant group is still able to successfully execute the program described in this application.</p>
FPC.10	Provide a narrative describing a contingency plan in the event that the actual revenues are lower or expenses are higher than anticipated in the financial model.	1. The contingency plans outlined by the applicant group are demonstrably likely to succeed in the event of lower than expected revenues and/or higher than expected costs.
FPC.11	Do you plan to use a financial manager or back office service provider? If the entity that will provide your financial services has been chosen, provide the name and a description of services. If it is an individual financial manager, provide the resume as <i>Attachment 19</i> .	1. Either the school has a plan to hire a financial manager who has at least a bachelor's degree in finance and/or accounting, or the school has partnered with an organization staffed by individuals with the necessary expertise that will provide financial management services.
FPC.12	<p>Explain the process the school will use to develop its annual budget including:</p> <ol style="list-style-type: none"> <li>Who will be involved;</li> <li>How needs will be identified and weighed;</li> <li>The timeline for creating and approving budgets; and</li> <li>Procedures for monitoring and modifying budgets and on what interval.</li> </ol>	<p>1. The applicant group provides a clear and comprehensive description of the process that will be used to develop the annual budget and the process by which the annual budget may be modified and monitored on an ongoing basis.</p> <p>2. The annual budgeting process described reflects best budgeting practices, strong internal controls, and a clear mechanism to determine funding priorities.</p>
FPC.13	<p>Describe the existing or proposed policies and procedures that the proposed school and board will use for financial planning, accounting, purchasing, and payroll. Explain how these plans will sustain financial health of the organization and ensure legal compliance with any requirements and restrictions for the use of public funds. Include the following information in your response:</p> <ol style="list-style-type: none"> <li>Identify how the board will monitor the school's financial position;</li> <li>Identify who is responsible for directly managing and</li> </ol>	<p>1. The applicant group provides a comprehensive description of the policies and procedures that will be used for financial planning, accounting, purchasing and payroll.</p> <p>2. The policies and procedures described are aligned to best practices and are demonstrably likely to sustain the financial health of the organization while maintaining compliance with all legal and statutory responsibilities related to the use of public funding OR for experienced operators operating within the state of Louisiana, all existing schools have had unqualified audits and have</p>

	<p>overseeing the school’s budget and a description of how they will do so;</p> <p>c) Describe the school’s plan to comply with submission of an annual audit of school finances conducted by an outside, independent auditor; and</p> <p>d) Describe what financial controls the organization will have in place at the central and school level to ensure long term financial viability.</p>	<p>met all financial expectations as outlined in Bulletin 126 for all years of operation</p> <p>3. The personnel and or positions directly responsible for managing and overseeing the school’s budget process possess the appropriate background and expertise and the management and oversight processes outlined by the applicant group are demonstrably likely to ensure the school’s financial health and viability. <i>If a specific person has not yet been identified, the applicant group provides the required qualifications for the person that will eventually be hired to oversee this process.</i></p> <p>4. The internal controls, as described by the applicant group, are demonstrably likely to ensure the accuracy of reporting, eliminate fraud, and protect the resources of the school.</p>
FPC. 14	<p>Specify whether any of the organization’s schools are not currently meeting the financial requirements and expectations established by the authorizer and/or local or federal policies. Describe the circumstances.</p> <p><i>Note: Based on the severity of issues, deficiencies or litigation, additional information may be requested and reviewed as part of this application and included in the school’s final evaluation.</i></p>	<p>1. The applicant group provides a clear and comprehensive list of any schools not currently meeting the financial requirements and expectations established by the authorizer and/or local or federal policies.</p> <p>2. The organization can provide verifiable evidence to show that steps have been taken to address issues of noncompliance or failure to meet expectations as substantiated by the school’s authorizer and/or local and federal authorities.</p>
FPC.15	<p>List and provide a detailed description of the charter school’s measurable financial goals each year of its contract for the initial term.</p>	<p>1. The applicant group provides a detailed list and description of the charter school’s measurable financial goals for each year of its contract for the initial term.</p> <p>2. The applicant group provides financial goals that are reasonable, ambitious yet attainable and aligned to, at a minimum, the expectations outlined in the Charter School Performance Compact.</p>

## Virtual Operator Standards

Executive Summary		
Question #	Question	Evaluation Standard
ES.1	<p>Mission and Vision. State the mission and vision of the proposed school. The mission is a statement of the fundamental purpose of the school, describing why it exists. The vision statement outlines how the school will operate and what it will achieve in the long term. The mission and vision statement provide the foundation for the entire proposal. The mission and vision statement, taken together, should:</p> <ol style="list-style-type: none"> <li>Identify the students and community to be served;</li> <li>Illustrate what success will look like; and</li> <li>Align with the purposes of the state charter school law.</li> </ol>	<ol style="list-style-type: none"> <li>The school's mission is outlined in a clear statement that defines the fundamental purpose of this school and why it should exist.</li> <li>The school's vision is outlined in a clear statement that describes how the school will operate and the long-term impacts it will achieve in order to be successful.</li> <li>The applicant group proposes a school that exists to serve a specific student population and community as demonstrated/driven by an identified need within the specific community as well as a clear definition of success and demonstrable alignment with the purposes of charter schools outlined in <a href="#">Louisiana Revised Statutes 17:3972</a> and Bulletin 126, §105: "Purpose of Charter Schools".</li> </ol>
ES.2	<p>Anticipated Student Population and Educational Need. Describe the anticipated student population you seek to serve through the approval of the proposed school. Explain how the intended student population is representative of the demographics of the location. Provide rationale for seeking to serve this specified student population and community.</p>	<ol style="list-style-type: none"> <li>The applicant group demonstrates a clear understanding of the educational needs of the proposed student population and community.</li> <li>The applicant group is able to justify that the proposed student population exists in the selected location.</li> </ol>
ES.3	<p>Education Plan. Provide an overview of the education program of the proposed school, including major instructional methods. Describe the evidence that demonstrates the school model will be successful in improving academic achievement for the above defined student population. Summarize what the proposed school would do more effectively than the schools that are now serving the targeted population.</p>	<ol style="list-style-type: none"> <li>The applicant group provides a concise overview of the educational program that effectively highlights the key aspects of the program that will lead to greater student success than the current educational options in which the school currently seeks to locate.</li> </ol>

ES.4	Applicant groups that have submitted charter applicants previously, list the dates of previous submissions. Explain how you have taken the feedback from previous evaluations to reflect and revise the application. Address the deficiencies identified in the most recent evaluation and describe the changes made. Additionally, describe any changes to board leadership or school leadership since the most recent application.	1. The applicant group demonstrates the ability to continually improve between application cycles by identifying key deficiencies in prior application(s) and making decisions that will best position the applicant group and proposed school to be successful. All areas where the application has been revised from previous submissions are explicitly identified. (if applicable)
<b>Educational Program and Capacity</b>		
<b>Question #</b>	<b>Question</b>	<b>Evaluation Standard</b>
SE.1	Provide a narrative analysis of the community you seek to serve in the proposed school including: a. A description of the community from which the proposed school intends to draw students, including proposed physical address and parish; b. The applicant’s rationale for selecting the community; c. Performance of local schools in meeting the community’s need; and d. How the proposed school would serve the community you seek to serve more effectively than the schools that are now serving the intended community.	1. The applicant group provides a comprehensive analysis that demonstrates a strong understanding of the community in which the proposed school seeks to locate. 2. The applicant group provides a clear rationale for selecting the given location or community based on community demographics and educational need. 3. The applicant group provides clear and compelling evidence that the proposed school will be able to more effectively serve the community than the options that currently exist.
SE.2	Provide an overview of the student population you seek to serve in the proposed school, which includes: a. Racial and socioeconomic demographics; b. Percentage of special education students; c. Percentage of English Learners; d. Percentage of homeless students; and e. Anticipated academic, social, emotional and physical health needs.	1. The applicant group provides a thorough overview of the intended student population that incorporates key data regarding student demographics, subgroup status, and likelihood of extenuating circumstances (homelessness, foster youth, etc.). 2. The applicant group demonstrates a clear understanding of the anticipated academic, social, emotional and physical health needs of the intended student population supported by evidence-based best practices.
SE.3	Based on your outreach, research, and understanding of the community and students you seek to serve, what are the top three things that present challenges to the success of the students in the community you seek to serve? What does your proposed school intend to do to address these challenges?	1. The applicant group clearly articulates the top three barriers to student success in the community in which the school seeks to locate, justified by the school’s evidence of community outreach, research and understanding of the community need. 2. The applicant group provides at least one solution for each of the

		barriers to student success identified.
SE.4	Why is the proposed school a good fit for the previously identified community and students?	1. The applicant group can articulate the key reasons why the proposed school would be an asset to the local community.
SE.5	Describe the programmatic impact the proposed school would have on existing schools in the same geographic area as the proposed school location. Responses should include: a. A table listing the existing educational options and grades served available to the intended student population; and b. Analysis of the various programs and/or instructional approaches currently offered to the intended student population compared to what the proposed school will offer.	1. The applicant group demonstrates a clear understanding of the existing schools in the same geographic area of the proposed location.  2. The applicant group can clearly identify and articulate key differences in academic programming and/or instructional models between currently existing schools in the intended geographic area and those that will be utilized by the proposed school.
SE.6	Provide a narrative description of the way in which stakeholders in the intended community were engaged regarding the proposed charter school, including: a. Description of the stakeholders engaged; b. Reflection of stakeholders not engaged and potential barriers to them being included; c. Strategies used to solicit community input regarding the educational and programmatic needs of students and the plan to meet those needs; d. The method and nature of feedback received from community stakeholders and the process for incorporating that feedback into the submitted application; and e. The extent to which, if at all, the proposal incorporates community input regarding the educational and programmatic needs of students.	1. The applicant group provides evidence of the wide range of stakeholders that were engaged in this process while identifying those that were not and the reasons or barriers that may have led to non-engagement with these individuals or groups.  2. The applicant group provides specific information regarding the strategies, methods and timeline used to solicit community input throughout the process of developing the charter application.  3. The applicant group specifically describes the nature of feedback received and the extent to which this feedback resulted in changes, updates or enhancements to the charter application by citing specific examples, as applicable.
SE.7	Provide a narrative description of support for the proposed school from community stakeholders, including a candid analysis of the depth of support and opposition to the school.	[Non-evaluative question]

	<p><i>Appendix 1: Submit documents that provide evidence of community support (e.g. letters of support from community stakeholders, emails with evidence of support, and/or survey results. Please refrain from submitting signed petitions) Include a cover sheet with a table that identifies each document included with the evidence for this request, its page number, and a brief description of the document.</i></p>	
<p>AP.8</p>	<p>Provide a clear and concise overview of the proposed school model, highlighting the key design elements of the school model critical to its success in serving the intended student population, including:</p> <ol style="list-style-type: none"> <li>a. The key design elements that reflect the school’s mission and vision; and</li> <li>b. A clear rationale for the school model and key design elements, citing research and evidence of success for improving academic achievement with similar student populations, or for innovative or untested models, a strong rationale for the likelihood of success.</li> </ol>	<ol style="list-style-type: none"> <li>1. The applicant group includes a clear and concise overview of the proposed school model including descriptions of the key design elements in the school’s academic plan and alignment with the proposed school’s mission and vision.</li> <li>2. The applicant group provides a clear rationale for the selection of the given school model and key design elements based on either: <ul style="list-style-type: none"> <li>on a track record of success with similar student populations (proven models)</li> <li>OR</li> <li>Evidence-based justification that the proposed model has been successful in improving academic achievement for the intended student population (innovative, untested models).</li> </ul> </li> </ol>
<p>AP.9</p>	<p>In Louisiana, charter schools are able to purchase instructional materials that are best for their students.</p> <p>For core content areas (English language arts, mathematics, science, and social studies), identify the curricula your school will use, such as textbook selections and supporting materials by subject and/or grade level, including:</p> <ol style="list-style-type: none"> <li>a. A summary of how the selection supports the intended student population;</li> </ol>	<ol style="list-style-type: none"> <li>1. The applicant has selected curricula with a demonstrated track record of success when used by similar student populations, including diverse learners.</li> <li>2. The applicant group has selected primary curricula that are either rated Tier 1 by the Louisiana Department of Education (LDOE), OR if the LDOE has not yet rated the selected curricula, the applicant correctly demonstrates using the LDOE’s Instructional Materials Review Rubric they meet the standards of a Tier 1 rating.</li> </ol>



	<ul style="list-style-type: none"> <li>b. Identification of the Tier of the chosen curriculum as determined by the Louisiana Department of Education (this shall be included on the overview template);             <ul style="list-style-type: none"> <li>a. If the selection is not rated by LDOE, submit evidence that you have conducted a local review process, inclusive of a timeline (see pg.4), using the <a href="#">Instructional Materials Reviews</a>.</li> </ul> </li> <li>c. Evidence of how this curriculum includes specific strategies for diverse learners; and</li> <li>d. An explanation of the way in which you will intentionally supplement the curriculum to provide the intended student population with representations of their racial, ethnic, and cultural backgrounds without the perpetuation of stereotypes or deficit perspectives.</li> </ul>	<p>3. The applicant group provides a description of the specific tools, resources and methods that will be used to supplement curricula in order to ensure that the intended student population is provided with authentic representations of their racial, ethnic and cultural background devoid of stereotypes or deficit perspectives.</p>
<p>AP.10</p>	<p>Describe the virtual learning environment, including student ratio and structure.</p>	<p>1. The applicant group provides a clear description of the virtual learning environment aligned to the proposed academic model, staffing plans, enrollment projections, and anticipated needs associated with running a virtual program.</p> <p>2. The learning environment as described by the applicant group, is aligned to the academic plan and suitable to the instructional model of the proposed school.</p> <p>3 The applicant group clearly demonstrates that the virtual learning environment proposed ensures that students in the virtual setting receive, at a minimum, the same levels of support, engagement, and interaction as their peers in a brick and mortar setting.</p>
<p>AP.11</p>	<p>Describe the instructional strategies, methods and techniques to be employed in the school, including:</p> <ul style="list-style-type: none"> <li>a. Research or existing models that support the use of these instructional strategies, methods, and/or techniques;</li> <li>b. An explanation of the alignment to the school's</li> </ul>	<p>1. The applicant group provides a detailed description of the instructional strategies and methods to be used at the proposed school that demonstrates strong alignment to the school's mission, vision and academic model.</p> <p>2. The applicant group provides evidence that the instructional</p>

	<p>model and further its specific mission, and key design elements; and</p> <p>c. Evidence they are well suited for the intended student population.</p>	<p>strategies identified have a proven track record of success or a high likelihood of success based on research when utilized with populations similar to the intended student population.</p>
AP.12	<p>Identify the Learning Management System (LMS) that will be used and the decision making process implemented to select the final system.</p>	<p>1. The applicant group has selected a Learning Management System with a demonstrated track record of success when used by similar student population, including students with disabilities and English Learners.</p> <p>2. The applicant group provides a clear overview of the key functionality sought in a Learning Management System and clear demonstration that the chosen LMS will support the school model and academic program outlined in this application.</p>
AP.13	<p>Provide a detailed plan that includes the following:</p> <ol style="list-style-type: none"> <li>A plan to acquire and disseminate technology to students;</li> <li>A plan to ensure internet safety and filtering practices;</li> <li>A plan to ensure that the loss of instructional time will be minimized in the event of unforeseen technical difficulties; and</li> <li>A plan to provide training and technical support on the LMS to families and students.</li> </ol>	<p>1. The applicant group has a clear and feasible plan to acquire and disseminate technology to new and re-enrolling students that addresses the logistics and funding streams necessary to ensure that each student has the technology necessary to fully participate in the virtual program.</p> <p>2. The applicant group provides a comprehensive plan outlining the steps that will be taken to ensure that students are protected from unsafe and/or inappropriate content.</p> <p>3. The applicant group provides a logical and feasible plan to minimize the loss of learning time for students in the event of unforeseen technical difficulties (i.e. no access to internet, computer is lost/stolen/broken, cell phones and tablets are lost/stolen/broken, etc.).</p> <p>4. The applicant group provides a training and technical support plan that will effectively and efficiently teach students and families to use the LMS and ensure that students may access the virtual environment within a reasonable time frame, comparable to student access when enrolling in a brick and mortar facility.</p>
AP.14	<p>Explain the process to track and monitor attendance in a virtual setting, including systems and practices set forth to</p>	<p>1. The applicant group has a clear process with defined systems and structures to document and monitor student attendance.</p>

	<p>monitor student engagement, daily attendance, and truancy.</p>	<p>2. The applicant group has a clearly outlined process by which student engagement with the LMS will be monitored and the set of corrective actions that will be taken for disengaged students. Referral to community agencies for truancy exists as the absolute last resort option and is preceded by multiple interventions varying in intensity and consequence.</p>
<p>AP.15</p>	<p>In addition to core content offerings and graduation requirements (for high schools), are there other classes or courses the proposed school will offer? If so, explain how these offerings align to the proposed school model and mission and how they will benefit the intended student population. Explain any in-person opportunities to instruction students will be able to access.</p>	<p>1. All non-essential* courses to be offered are clearly aligned to the school’s proposed model and mission and the applicant group clearly articulates the benefit that each course offers to the intended student population.</p> <p>2. The applicant group provides regular opportunities to access in-person instruction for struggling and non-struggling students and has a clear and feasible plan to do so. The plan provided is aligned to the budgeted facilities, transportation and additional associated costs.</p> <p><i>*Non-Essential = Coursework NOT required to meet graduation requirements</i></p>
<p>AP.16 (High Schools Only)</p>	<p>What diploma pathways and Jump Start 2.0 pathways*, IB*, and Cambridge Courses* will the proposed school offer?</p> <p><i>Appendix 2: Provide an outline of course offerings by diploma type(s) offered at the proposed school by grade level and year of operation for the initial charter term.</i></p> <p><i>Appendix 3: Using a table, identify by grade level and year of operation, Advanced Placement Course Offerings, Dual Enrollment, ACT preparation and Career and Technical Education Courses you will offer to students.</i></p> <p><i>Appendix 4: List the Industry-Based Credentials students will have the opportunity to earn aligned to the CTE course offerings.</i></p>	<p>1. The applicant group demonstrates a clear understanding of each diploma pathway available to students in Louisiana and has a logical and feasible plan to ensure that students meet all requirements of the chosen diploma pathway in four years or less (five for Transitional 9<sup>th</sup> grade students).</p> <p>2. The applicant group provides a clear description of the process by which students will select their desired diploma pathway as well as the supports that will be offered to students, and the methods by which the proposed school will guarantee equity of access for all students.</p> <p>3. The applicant group demonstrates a clear understanding of college preparatory programs and curricula that the proposed school will make available to students (e.g. Advanced Placement, International Baccalaureate, Dual Enrollment, Cambridge AICE, etc.).</p> <p>4. The applicant group provides a strong rationale for choosing the</p>

*\*Based on the proposed school model and programmatic offerings, some standards may not be applicable (College Preparatory program standards, Jumpstart Pathway standards)*

specific college preparatory programs or curricula that will be offered to students at the proposed school. Responses should consider the resulting post-secondary opportunities available to participating students, additional teacher training/certification requirements, and the degree to which the chosen program will realistically result in post-secondary readiness and success.

5. The applicant group provides a clear description of the process by which students will choose to participate (if optional) in college preparatory programs or curricula (e.g. AP, IB, DE, CAICE, etc.) as well as the supports that will be offered to students, and the methods by which the proposed school will guarantee equity of access for all students.

6. The applicant group demonstrates a clear understanding of the Jumpstart 2.0 program and the chosen pathway(s) that will be available to students at the proposed school.

7. The applicant group provides a strong rationale for choosing the specific Jumpstart 2.0 pathway(s) that will be offered to students at the proposed school. Responses should consider local career opportunities, availability of community partnerships, additional teacher training and/or certification needs, and the degree to which the chosen pathway will realistically provide students opportunities in high-wage, high-demand career fields upon graduation.

8. The applicant group provides a clear description of the process by which students will select their desired Jumpstart 2.0 pathway as well the supports that will be offered to students, and the methods by which the proposed school will guarantee equity of access for all students.

9. The applicant group provides a logical and feasible plan to ensure that students meet all requirements of the chosen Jumpstart 2.0 pathway in four years or less (five for Transitional 9<sup>th</sup> grade students).

AP.17 (High Schools Only)	What Industry-Based Certificate Assessments will be offered to students on a Jump Start 2.0 pathway?	<ol style="list-style-type: none"> <li>1. The applicant group can clearly articulate which IBC assessments must be offered to students in order to meet requirements of the Jumpstart 2.0 pathway that the school intends to offer.</li> <li>2. The applicant group has a logical and feasible plan to execute the IBC-assessment related aspects of the school’s overall assessment plan.</li> </ol>
AP.18 (High Schools Only)	Explain what systems and structures the school will implement for students at risk of dropping out.	<ol style="list-style-type: none"> <li>1. The applicant group demonstrates a clear understanding of the factors that place students at-risk of dropping out (in general and any that may be specific to the community in which the proposed school intends to locate).</li> <li>2. The applicant group clearly describes the specific evidence-based systems and structures that will be put in place to mitigate the risk of student drop-out.</li> <li>3. The applicant group has a logical and feasible plan to enact the drop-out prevention measures proposed in this section.</li> </ol>
AP.19 (High Schools Only)	Does the school plan to seek approval to participate in athletics with the Louisiana High School Athletic Association?	[Non-evaluative question]
AP.20	<p>Describe the diagnostic, formative and summative assessments the school will use to evaluate student knowledge and skills. This response should:</p> <ol style="list-style-type: none"> <li>a. Describe each assessment’s purpose, design, format and rationale for its selection;</li> <li>b. Describe the alignment to LEAP 2025 and ACT (for high school applicants);</li> <li>c. Describe how the assessment will be administered in a secure manner;</li> <li>d. Describe how the school will collect and analyze assessment results;</li> <li>e. Describe how instructional leaders and teachers will use the assessment data to inform programmatic and instructional planning decisions and adjust instruction, curricula, and professional development; and</li> </ol>	<ol style="list-style-type: none"> <li>1. The applicant group provides a clear description of each diagnostic, formative and summative assessment the proposed school will use to evaluate student knowledge including the purpose, design, and frequency of administration for each assessment.</li> <li>2. The applicant group provides a clear rationale for the selection of each assessment and demonstrates that the assessments selected are aligned to Louisiana State Standards, LEAP 2025 and the ACT*</li> <li>3. The applicant group has selected primary assessments that are rated either Tier 1 by the Louisiana Department of Education (LDOE), are produced as part of a Tier 1-rated curriculum, are part of Louisiana’s Comprehensive Assessment System (LEAP 360), OR if the LDOE has not yet rated the selected assessments, the applicant correctly demonstrates using the LDOE’s Instructional Materials Review Rubric they meet the standards of a Tier 1 rating.</li> </ol>

	<p>f. Explain how the school will communicate with parents/guardians and students about academic achievement and progress.</p>	<p>4. The applicant group describes a data-driven decision-making process that informs all crucial aspects of the school’s proposed model including instructional and programmatic offerings, curricular choice, and professional development opportunities.</p> <p>5. The applicant group clearly articulates the process and frequency by which data will be analyzed, the personnel that will be responsible for analyzing this data, and the specific ways in which data will be used to adjust instructional practices, programmatic offerings, staffing decisions, professional development opportunities, and the continued use of the intended curriculum.</p> <p>6. The applicant group provides a clear plan that outlines the methods and frequency by which student progress and achievement will be communicated to students and parents/guardians.</p> <p>*ACT alignment = High School Applicants Only.</p>
<p>AP.21</p>	<p>Explain the plan for administering state assessments.</p>	<p>1. The applicant group demonstrates a strong understanding of the requirements of administering state assessments for students enrolled in a virtual learning environment in accordance with Louisiana policy.</p>
<p>AP.22</p>	<p><i>Appendix 5: Provide a copy of the school’s proposed calendar for its first year of operation that clearly articulates:</i></p> <p>a. <i>Total number of instructional days (this shall be included in the overview template);</i></p> <p>b. <i>Total number of hours of instruction (not including breakfast, lunch, bathroom breaks, transition times, dismissal, or after-school activities)(this shall be included in the overview template)</i></p> <p>c. <i>First and last day of class;</i></p> <p>d. <i>For high schools, clearly indicate any adjustment to seniors last day of class;</i></p> <p>e. <i>Organization of the school year (semester, trimester, quarter, etc.);</i></p>	<p>1. The applicant group demonstrates that the proposed calendar meets the minimum amount of instructional time for all students as outlined in Louisiana law and policy.</p> <p>2. The proposed school’s calendar includes additional “contingency days” to be utilized in the case of short-term school closures (e.g. hurricanes, snow days, etc.) or has sufficient additional instructional time above the minimum instructional time as outlined in Louisiana law and policy to account for short-term school closures.</p>

	<p>f. <i>All planned holidays and other days off, including half days; and</i></p> <p>g. <i>Dates for summer school, orientation, and any other activities outside of the core academic calendar, if planned.</i></p>	
<p>AP.23</p>	<p><i>Appendix 6: For each division of the school (e.g., lower elementary, upper elementary, middle and high), provide a sample student schedule for a typical week.</i></p> <p><i>*The schedule provided should be for a student in a grade that the proposed school will serve in the first or fifth year of operation</i></p>	<p>1. The applicant group provides a detailed student schedule for each division of the proposed school that reflects the proposed academic program and clearly outlines the amount of time spent in core courses, non-core courses, student support structures (remediation, enrichment, intervention, etc.) and additional essential aspects of a typical student’s week at the proposed school. Meals, passing periods, extended day programming and any additional non-academic portions of the student day must be included with time stamps.</p> <p>2. The proposed student schedule provided aligns with the staffing and organizational plan submitted within the application (staffing plan and organizational plan include the staff/teachers to support the instruction of identified courses).</p>
<p>AP.24</p>	<p><i>Appendix 7: Provide a sample student schedule for a typical week for a student that is an English Language Learner.</i></p> <p><i>*The Department recognizes that not all English Learners are alike and may vary widely in terms of English Language Proficiency and Development. For the purpose of providing this schedule, create a hypothetical EL student and provide the following information for the hypothetical student:</i></p> <ul style="list-style-type: none"> <li><i>• Grade level of the EL student</i></li> <li><i>• Proficiency Determination as defined by English Language Proficiency Test (Emerging or Progressing only)</i></li> <li><i>• Any other data or assumptions involved in creating the student schedule.</i></li> </ul>	<p>1. The applicant group provides a sample student schedule that reflects the proposed academic program and clearly outlines the amount of time spent in core courses, non-core courses, student support structures (remediation, enrichment, intervention, etc.) and additional essential aspects of a typical student’s week at the proposed school. Meals, passing periods, extended day programming and any additional non-academic portions of the student day must be included with time-stamps.</p> <p>2. The sample schedule provided demonstrates a strong understanding of and commitment to implementing the strategies (as applicable) outlined in the <a href="#">LDOE’s English Learner Guidebook</a>.</p> <p>3. The sample student schedule clearly delineates the times, delivery method (push-in, pull-out) and environment (inclusive, self-contained) in which the hypothetical EL student will receive English Language Development instruction.</p>

	<p><b>**The schedule provided should be for a student in a grade that the proposed school will serve in the first or fifth year of operation.</b></p>	<p>4. The applicant group provides evidence that the proposed student schedule allows for the given student to meet the total number of required instructional minutes as required by Louisiana law and policy.</p> <p>5. The proposed student schedule provided aligns with the staffing and organizational plan submitted within the application (staffing plan and organizational plan include the staff/teachers to support the instruction of identified courses for EL students)..</p>
<p>AP.25</p>	<p><i>Appendix 8: Provide a sample student schedule for a typical week for a student with exceptionalities.</i></p> <p><i>*The Department recognizes that not all Students with Exceptionalities are alike and may vary widely in terms of present level of academic and functional performance (PLAAFP). For the purpose of providing this schedule, create a hypothetical student and provide the following information about the student:</i></p> <ul style="list-style-type: none"> <li>• <i>Grade level of the student</i></li> <li>• <i>Student’s Primary Exceptionality (may not use Speech/Language Impairment or Gifted/Talented)</i></li> <li>• <i>The weekly services that the student receives, the number of minutes per service, and the setting in which each service is provided.</i></li> </ul> <p><b>**The schedule provided should be for a student in a grade that the proposed school will serve in the first or fifth year of operation.</b></p>	<p>1. The applicant group provides a sample student schedule that reflects the proposed academic program and clearly outlines the amount of time spent in core courses, non-core courses, student support structures (remediation, enrichment, intervention, etc.) and additional essential aspects of a typical student’s week at the proposed school. Meals, passing periods, extended day programming and any additional non-academic portions of the student day must be included with time-stamps.</p> <p>2. The sample schedule provided demonstrates a strong understanding of and commitment to implementing the main strategies (as applicable) outlined in the <a href="#">LDOE’s Strategies for Success: A Guidebook for Supporting Students with Disabilities</a>.</p> <p>3. The sample student schedule clearly delineates the times, delivery method (push-in, pull-out) and environment (inclusive, self-contained) in which the hypothetical student will receive special education instruction and related services.</p> <p>4. The applicant group provides evidence that the proposed student schedule allows for the given student to meet the total number of required instructional minutes as required by Louisiana law and policy.</p> <p>5. The proposed student schedule provided aligns with the staffing and organizational plan submitted within the application (staffing plan</p>



		<p>and organizational plan include the staff/teachers to support the instruction of identified Special Education courses).</p>
<p>AP.26</p>	<p>Discuss the school’s methods and strategies for identifying and serving students that are struggling academically and at risk of academic failure, including:</p> <ol style="list-style-type: none"> <li>a. How the school will determine and identify which students are struggling within the context of a Response to Intervention (RTI) program.</li> <li>b. Clearly define the term “struggling student” as it would be applied in the school;</li> <li>c. The strategies, programs, supports, resources, and personnel the school will devote to assisting struggling students within the general education setting;</li> <li>d. The system for struggling students to receive in-person instruction, including the location for providing these services, and transportation plan;</li> <li>e. Any research or evidence that supports the appropriateness and effectiveness of the proposed approach;</li> <li>f. The process that the school will use to evaluate the efficacy of the program; and</li> <li>g. The system the school will use to monitor the demographic data of the students identified as struggling students and the approach that will be taken if data suggests disproportionate or over-identification of any sub group.</li> </ol>	<ol style="list-style-type: none"> <li>1. The Response to Intervention program as described by the applicant group is robust, comprehensive, evidence- based and capable of being executed with the staffing and funding resources described in the charter application.</li> <li>2. The applicant group clearly outlines how the RTI program will be successfully implemented in a virtual environment and provides clear examples of how practices or processes that currently take place in a brick-and-mortar setting will be modified to occur in the virtual setting.</li> <li>3. The applicant group clearly articulates how protected student data and privacy concerns will be addressed in the virtual setting in line with all applicable law and policy (PII, FERPA, Protected Communication, etc.)</li> <li>4. The applicant provides a clear and appropriate definition of the term “struggling student”</li> <li>5. The applicant group has a clear and feasible plan to offer in-person instruction to struggling students at least twenty percent of the time</li> <li>6. The applicant group has a clearly articulated plan with regular checkpoints, key indicators and evidence of success that the proposed school will utilize to determine the efficacy of the RTI program.</li> <li>7. The applicant group has clear safeguards and protocols in place for the ongoing review of student data to protect against continued disproportionate and/or over-identification of students belonging to historically marginalized subgroups as “struggling students”</li> <li>8. The applicant group outlines clear steps that will be taken as corrective action should data suggest that subgroup disproportionality and/or over-identification has occurred.</li> </ol>

<p>AP.27</p>	<p>Discuss the school’s methods and strategies for identifying and serving students with exceptionalities in compliance with all federal laws and regulations without regurgitation of the law and include:</p> <ol style="list-style-type: none"> <li>The process for identifying students with disabilities (child find), within the context of the school’s RTI process;</li> <li>The resources, personnel (including administrative responsibilities), and direct and related services the school is likely to provide both within general education classrooms and in other settings (e.g., collaborative team teaching (“CTT”), Special Education Teacher Support Services (“SETSS”), speech therapy, physical therapy, occupational therapy, counseling, planning time, instructional materials, technology, professional development, staff and consultants, etc.);</li> <li>Any research or evidence that supports the appropriateness of the school’s approach to serving students with disabilities;</li> <li>The process for coordination between general education teachers and special education teachers or service providers;</li> <li>The process that will be used to monitor the achievement and progress of students with disabilities;</li> <li>Specific professional development for identifying, supporting, and evaluating the progress of special education students including the implementation of RTI and behavioral intervention plans (“BIPs”) in the classroom.</li> <li>The process that will be used to evaluate the efficacy of the program and ensure that the needs of these students are being met; and,</li> <li>The system the school will use to monitor the demographic data of the students identified as students with exceptionalities and the approach that will be taken if data suggests disproportionate</li> </ol>	<ol style="list-style-type: none"> <li>The applicant group provides a logical, feasible and comprehensive and evidence-based plan to identify and serve Students with Exceptionalities.</li> <li>The applicant group clearly outlines how the proposed methods and strategies for serving students with exceptionalities program will be successfully implemented in a virtual environment and provides clear examples of how practices or processes that currently take place in a brick- and-mortar setting will be modified to occur in the virtual setting.</li> <li>The applicant group provides a logical and feasible plan to screen all students and ensure that students suspected of or known to have a disability are evaluated for special education services early and accurately, as defined by <a href="#">LDOE’s Strategies for Success: A Guidebook for Supporting Students with Disabilities</a>.</li> <li>The applicant group demonstrates a thorough understanding of Pupil Appraisal systems including Child Find, RTI, SBLC, Section 504, Evaluation Coordinators, IEP Teams and Related Services Providers.</li> <li>The applicant group demonstrates a thorough understanding of the student evaluation process, timelines outlined in IDEA law and necessary personnel.</li> <li>The applicant group presents a plan for developing IEPs that contain rigorous goals and instructional plans that are aligned to student goals.</li> <li>The applicant group presents a monitoring plan that will enable relevant staff to track the progress of all students with IEPs toward the goals articulated in their respective plans</li> <li>The applicant group demonstrates that they will be able to provide all special education and related services needed either by the staff listed on their organization chart or identified external groups with whom</li> </ol>
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	<p>or over- identification of any sub group.</p>	<p>they can contract to provide needed services.</p> <p>9. The group’s plan for SWDs must identify the staff members who will lead student evaluations, IEP development, and provision of ongoing service with required credentials relevant to the services.</p> <p>10. The applicant group has a clearly articulated plan with regular checkpoints, key indicators and evidence of success that the proposed school will utilize to determine the efficacy of the special education program.</p> <p>11. The applicant group has clear safeguards and protocols in place for the ongoing review of student data to protect against continued disproportionate and/or over-identification of students belonging to historically marginalized subgroups as students with exceptionalities and provides clear steps that will be taken as corrective action should data suggest that subgroup disproportionality and/or over-identification has occurred.</p>
<p>AP.28</p>	<p>Discuss the school’s methods and strategies for identifying and serving English Learners in compliance with all federal laws and regulations without regurgitation of the law and include:</p> <ol style="list-style-type: none"> <li>a. The process for identifying students whose first language is not English and the methods for determining the scope of assistance that these students may need including how the school will ensure that they are not inappropriately identified as students with special education needs;</li> <li>b. The approach, resources, and personnel (including qualifications and associated administrative responsibilities), and structure within the virtual setting the school will use to meet the needs of ELs;</li> <li>c. The research and evidence that supports the appropriateness of this approach;</li> <li>d. The process for coordination between general</li> </ol>	<p>1. The applicant group provides a logical, feasible and comprehensive and evidence-based plan to identify and serve English Learners</p> <p>3. The applicant group clearly outlines how the proposed methods and strategies for serving English Learners will be successfully implemented in a virtual environment and provides clear examples of how practices or processes that currently take place in a brick-and-mortar setting will be modified to occur in the virtual setting.</p> <p>4. The applicant group provides a logical and feasible plan to identify students and ensure that students suspected of or known to be English learners are assessed to determine English language proficiency and provided additional support services.</p> <p>5. The applicant group provides clear evidence that the English Learner program described is aligned to applicable law and policy, reflects best practices and can be fully executed in a virtual setting</p>

	<p>education teachers and staff serving ELs and professional development for general education teachers serving ELs;</p> <p>e. The process that will be used to monitor the achievement and progress of ELs including exit criteria;</p> <p>f. The process that will be used to evaluate the efficacy of the program, instructors, and ensure that the needs of EL students are being met;</p> <p>g. How the school will make all necessary materials available to parents of ELs in a language that they can understand; and</p>	<p>beginning on the first day of the charter term.</p> <p>6. The applicant group outlines a clear protocol that will ensure ELs and their families receive all necessary information and materials in a language that they can understand, and that EL students and their families will have equity of access to all school programming and extra-curricular activities by making translation services and additional supports necessary, as needed.</p> <p>7. The applicant group has a clearly articulated plan with regular checkpoints, key indicators and evidence of success that the proposed school will utilize to determine the efficacy of the English learners program.</p> <p>8. The applicant group has clear safeguards and protocols in place to ensure that English Learners are not inappropriately identified as students with special needs.</p>
<p>AP.29</p>	<p>Describe how your education program will identify and meet the needs of academically advanced students and include:</p> <p>a. If the school will offer gifted/talented instruction;</p> <p>b. How the school will identify advanced and/or gifted and talented students;</p> <p>c. Strategies and programs the school will use within the general education classrooms and in other settings to accelerate learning; and</p> <p>d. Specific programs, services, and supports.</p>	<p>1. The applicant group provides a logical, feasible, comprehensive plan to identify and serve students that are academically gifted and gifted/talented students (if applicable).</p> <p>2. The applicant group clearly outlines how the proposed methods and strategies for meeting the needs of academically advanced students will be successfully implemented in a virtual environment and provides clear examples of how practices or processes that currently take place in a brick-and-mortar setting will be modified to occur in the virtual setting (if applicable).</p> <p>3. The applicant group has a clearly articulated plan with regular checkpoints, key indicators and evidence of success that the proposed school will utilize to determine the efficacy of the school's plan to meet the needs of academically advanced and/or gifted and talented students (if applicable).</p>
<p>AP.30</p>	<p>Explain how the school will establish and maintain a culture that supports students' intellectual and social development, maintains a safe environment, and</p>	<p>1. The applicant group provides a clear description of the culture that the proposed school intends to establish and includes specific strategies that will be employed to establish and maintain a</p>

	recognizes and celebrates racial, cultural, and social differences. (This response shall not include holidays or monthly celebrations.)	<p>supportive, safe, inclusive, and identity-affirming environment that supports the intellectual and social development of all students.</p> <p>2. The applicant group provides a clear plan with specific examples of the actions that will be taken to recognize, affirm and celebrate racial, cultural and social differences within and among the intended school community.</p> <p>3. The strategies and actions proposed are demonstrably likely to result in the desired school culture and/or have been shown to produce the desired school culture with similar student populations.</p>
AP.31	Describe any extra-curricular activities that the school will offer to develop and nurture the social needs of students.	<p>1. The applicant group provides a thorough description of the extra-curricular activities that the proposed school intends to offer specifically for the purpose of developing and nurturing the social needs of students.</p> <p>2. The applicant group clearly articulates the ways in which the proposed activities will serve the stated purpose of developing and nurturing the social needs of students.</p> <p>3. The applicant group has a logical and feasible plan to offer these proposed extra-curricular activities and ensure equity of access for all students.</p>
AP.32	Explain how student voice will be included in decision making?	<p>1. The applicant group clearly outlines the methods, frequency, and structures by which student voice will be solicited and included in decision-making.</p> <p>2. The applicant group provides specific examples of the types of decisions in which student voice will be solicited and considered.</p>
AP.33	Detail ways in which students will have ownership in the school culture.	<p>1. The applicant group provides specific examples of the ways in which students will be active participants in shaping and maintaining the culture of the proposed school in order to promote student ownership.</p>
AP.34	Describe how you will build cultural competency amongst school staff. Given the intended student population, how will conversations be facilitated with school staff regarding racial and cultural differences?	<p>1. The applicant group articulates the key components of cultural competency and provides specific steps that will be taken to build capacity in each of the components described amongst all school staff.</p>

		<p>2. The applicant group demonstrates a strong understanding of the potential racial and cultural differences between the intended student population and likely staff based on community characteristics, demographics and workforce data.</p> <p>3. The applicant group provides a detailed plan outlining the methods, frequency, structure, and personnel responsible for leading conversations based on anticipated differences.</p>
AP.35	Explain a plan for creating and building a positive adult culture, inclusive of expectations and conditions that will lead to a high rate of staff retention annually.	<p>1. The applicant group provides a clear description of the adult culture that the proposed school intends to establish and includes specific strategies that will be employed to establish and maintain that culture.</p> <p>2. Staff expectations and working conditions are clearly articulated and are demonstrably likely to lead to a high rate of retention among school staff.</p>
AP.36	Describe your plan for orienting new students and parents on an ongoing basis to the virtual school including expectations.	<p>1. The applicant group provides a clear explanation of the methods, strategies, engagements and structures that will be used to orient students and families to virtual learning in general and the specific virtual learning program proposed in this application.</p> <p>2. The applicant group provides a new and continuing student orientation plan that includes proposed dates, times, intended audience, and objectives of orientation sessions as well as the frequency by which they will occur.</p>
AP.37	<p>Describe the school’s plan to support the social and emotional health of students, including:</p> <ol style="list-style-type: none"> <li>A plan to provide social and emotional skills instruction for all students;</li> <li>A plan to provide trauma-informed care;</li> <li>A plan to provide social and emotional support; <ol style="list-style-type: none"> <li>How students will be referred;</li> <li>Protocols for implementation; and</li> <li>Overview of supports provided;</li> </ol> </li> <li>Identification of a mental health screener and</li> </ol>	<p>1. The applicant group provides a logical and feasible plan to deliver social and emotional skills instruction to all students that includes specific details about the curriculum to be used, the frequency and method by which content will be delivered, personnel responsible for delivering SEL content and key outcomes the proposed school hopes to achieve as a result of delivering SEL instruction.</p> <p>2. The applicant group demonstrates a strong understanding of trauma-informed care and outlines the specific trauma-informed practices that will be integrated into the proposed school’s academic program,</p>

	<p>rationale for selection aligned to the intended student population;</p> <p>e. A plan to administer the selected mental health screener; and</p> <p>f. Explanation of how families will be included in the process and informed of progress.</p>	<p>instructional strategies, and student support services.</p> <p>3. The applicant group provides a clear description of the social and emotional support services that the proposed school intends to offer including specific details about student referrals and the personnel responsible for coordinating and providing support services.</p> <p>4. The applicant group provides a description of the mental health screener that will be administered to students including the rationale for choosing the specific screener(s), how the screener will be administered, and the key personnel responsible for interpreting results and coordinating care.</p> <p>5. The applicant group provides a clear plan that outlines the methods and frequency by which families will be informed of social emotional learning initiatives, use of trauma-informed practices, administration of mental health screeners, availability of student support services and the outcomes associated with each aspect of the school’s plan to support the social and emotional health of students, both school-wide and on a student-by-student basis when necessary.</p>
<p>AP.38</p>	<p>Describe the school’s approach to student discipline, behavior intervention, and classroom management. Highlight key policies, systems, and structure related to these areas. Additionally, your response must include:</p> <p>a. Describe how the school will communicate its approach and related policies to students and families;</p> <p>b. Describe your school’s approach to exclusionary discipline, including a list of offenses that may lead to suspension or expulsion;</p> <p>c. Explain interventions and consequences the school will use as alternatives to exclusionary discipline;</p> <p>d. Explain how the school will afford due process for all students;</p>	<p>1. The applicant group provides a detailed overview of the proposed school’s intended approach to student discipline, behavior intervention, classroom management and the process by which students and families are made aware of these policies on, at minimum, an annual basis.</p> <p>2. The proposed school’s discipline policies clearly outlines the interventions and consequences that the school will use as an alternative to suspension or expulsion as well as the offenses for which a student may be suspended or expelled</p> <p>3. The proposed school’s policies protect and outline a student’s right to due process and the process by which a student or family may appeal the school’s decision to expel a student.</p>

	<ul style="list-style-type: none"> <li>e. Describe the appeals procedures that the school will employ for students facing possible expulsion;</li> <li>f. Explain how the school will protect the rights of students with exceptionalities in disciplinary actions and proceedings;</li> <li>g. The system the school will use to monitor the suspension and expulsion and the approach that will be taken if data suggests disproportionate or over-identification of any sub group; and</li> <li>h. <i>Attachment 9: Provide the school's code of conduct, specifically highlighting the discipline policy.</i></li> </ul>	<ul style="list-style-type: none"> <li>4. The disciplinary policies described are designed to promote a positive, rigorous, and inclusive academic environment that enables the school to decrease the use of exclusionary disciplinary practices and maintain suspension and expulsion rates consistent with the highest expectations in the Charter School Performance Compact.</li> <li>5. The applicant group demonstrates a thorough understanding of the rights of students with disabilities with regard to disciplinary actions and hearings and articulates the specific safeguards that will be put in place to protect such students.</li> <li>6. The applicant group has clear safeguards and protocols in place for the ongoing review of student data to protect against disproportionate and/or over-identification of students belonging to historically marginalized subgroups as students with exceptionalities and provides clear steps that will be taken as corrective action should data suggest that subgroup disproportionality and/or over-identification has occurred.</li> </ul>
AP.39	<p>How will the school engage parents/guardians and the community once it's open, include:</p> <ul style="list-style-type: none"> <li>a. How the school will build strong family-school partnerships to engage parents/guardians throughout the life of the charter;</li> <li>b. Formalized mechanisms to ensure parent/guardians and the community are involved in decision making and have opportunities to provide regular feedback to the school leader and charter board;</li> <li>c. Provide a plan for how parent/guardians, students, and community can submit or share a concern about a charter board decision, administrative procedure, or practice at the school; and</li> <li>d. <i>Attachment 10: Grievance Policy</i></li> </ul>	<ul style="list-style-type: none"> <li>1. The applicant group has a detailed and specific plan to encourage strong partnerships with families and community stakeholders that outlines specific opportunities for engagement, regular opportunities to provide feedback to school leadership and the charter board, and a clear procedure by which families, students, and community stakeholders may share concerns with school leadership and the charter board.</li> <li>2. The applicant group's plan for family and community engagement includes formal structures by which the proposed school will seek family and community input in decision-making processes.</li> <li>3. The applicant groups plan for family and community engagement reflects a clear attempt to ensure equity of access for all families and community stakeholders by ensuring that opportunities for engagement vary by time, type, and response options.</li> </ul>
AP.40	List and provide a detailed description of the charter school's measurable academic goals aligned to LEAP 2025,	1. The applicant group has accurate estimates of baseline performance for all core content areas in grades 3-12, as applicable, for the student



	<p>ACT, and graduation rate (as applicable) reflecting where the school envisions itself academically each year of its contract year for the initial term. Include an overall percentage of proficiency for each grade level and content area, as well as subgroup percentages (economically disadvantaged, students with disabilities, and English Learners).</p>	<p>population that they propose to serve.</p> <ol style="list-style-type: none"> <li>2. The applicant group provides a logical plan to establish student performance goals that relies on diagnostic data that uses the same metrics as the performance goals themselves.</li> <li>3. The applicant group has a plan to establish performance goals for all student achievement data considered in calculating schools' performance scores.</li> <li>4. The applicant group provides a plan to improve student performance at a rate that they show is reasonable and ambitious and takes into consideration the renewal and extension academic performance standards of the Charter School Performance Compact.</li> <li>5. (if applicable) If the applicant group additionally names goals related to their specialized focus, the goals are measurable, ambitious, and feasible.</li> </ol>
Organizational Plan and Capacity		
Question #	Question	Evaluation Standard
OPC.1	<p><i>Attachment 11: Provide organizational charts for the first and fifth year of operation clearly showing the reporting structures between the CEO, school leader(s), charter board, and all staff including instructional, operational, and financial staff. If the charter board intends to contract or partner with an entity for management or educational service provider, the organizational charts should also reflect that relationship.</i></p>	<ol style="list-style-type: none"> <li>1. The organizational chart and corresponding job descriptions include all essential responsibilities and positions (academic, operational, and financial) necessary to implement the school's plans.</li> <li>2. The organizational chart clearly denotes the reporting structures between CEO (if applicable), school leaders, the charter board and all staff.</li> <li>3. (If applicable) The organizational chart clearly outlines the relationship between the Education Services Provides (ESP) and the charter board.</li> </ol>
OPC.2	<p>Provide a narrative explaining the organization's lines of reporting and accountability, the rationale of how this structure supports the proposed school model, and the roles of any management or partner organizations.</p>	<ol style="list-style-type: none"> <li>1. The applicant group provides a thorough explanation of the reporting structure and a strong rationale demonstrating that the proposed lines of accountability and reporting support the school model.</li> </ol>
OPC.3	<p>Describe plans to recruit and retain a diversified staff to</p>	<ol style="list-style-type: none"> <li>1. The applicant group proposes a staff recruitment plan that is logical,</li> </ol>

	<p>serve the intended student population including:</p> <ol style="list-style-type: none"> <li>a. The process and timeline to recruit and hire a diversified staff</li> <li>b. Specific strategies for recruiting EL certified, special education and other high need teacher specialties; and</li> <li>c. The strategies for retaining a diversified staff.</li> </ol>	<p>feasible and likely to result in the hiring of a qualified and diverse staff.</p> <ol style="list-style-type: none"> <li>2. The applicant group outlines specific recruitment strategies and potential sources for general education and specialized teachers to fill recruitment needs.</li> <li>3. The applicant group’s recruitment plan outlines a reasonable timeline with key hiring milestones that the proposed school must meet in order to be fully staffed prior by the date of planned summer professional development.</li> <li>4. The applicant group’s recruitment plan outlines specific strategies for retaining a diverse staff that could feasibly lead to high levels of retention.</li> </ol>
<p>All responses in the following section (OPC.4) must speak specifically to the proposed school leadership team that includes instructional, operational, and financial leadership. Specifically, this should be the senior most individuals of the team in each of these areas.</p>		
<p>OPC.4</p>	<p><i>Attachment 12: Provide the resume for every member of the proposed school leadership team. Provide a cover sheet for each resume that includes the persons proposed role, brief description of major responsibilities, justification for proposed role through evidence of student impact data for instructional leaders, justification for proposed role through evidence of organizational, operational or financial viability for other staff, and any explanation for time lapses listed on the resume.</i></p>	<ol style="list-style-type: none"> <li>1. The identified members of the leadership team have previously managed a school, a team of teachers, or an academic program that showed clear growth or success under their responsibility.</li> <li>2. The school leadership team has held past leadership positions in which they held a high level of responsibility and accountability for the operations and/or finances of a given organization.</li> <li>3. The leadership team has provided evidence that establishes a track record of improving student achievement, and/or provides sufficient data to demonstrate the leadership team’s ability to develop a high performing team of teachers across multiple years.</li> </ol>
<p>OPC.5</p>	<p>Describe the school’s professional development approach for instructional staff and explain how it supports the effective implementation of the educational plan for the intended student population, including:</p> <ol style="list-style-type: none"> <li>a. Identification of the staff members responsible for leading professional development;</li> </ol>	<ol style="list-style-type: none"> <li>1. The applicant group provides a comprehensive professional development plan that is clearly aligned to the effective implementation of the proposed educational plan. [Non-evaluative standard]</li> <li>2. The applicant group provides evidence that professional development at the proposed school will be led by content experts,</li> </ol>

	<ul style="list-style-type: none"> <li>b. An overview of the frequency and format of professional development;</li> <li>c. An overview of professional development topics and timeline to occur prior to school opening; and</li> <li>d. The process by which additional professional development topics will be identified.</li> </ul>	<p>occur on a regular basis, follow a defined scope and sequence and allow for the flexibility to add additional topics as the needs arise.</p> <p>3. (If applicable) If the applicant group plans to contract with external providers for professional development, the applicant outline(s) the process used to select the external provider and rationale for doing so.</p>
OPC.6	Explain the school’s approach to professional development and training opportunities for operational and financial staff.	<ol style="list-style-type: none"> <li>1. The applicant group provides a comprehensive professional development plan that is clearly aligned to the effective implementation of the operational and financial goals and plans outlined in this application.</li> </ol>
OPC.7	In addition to professional development outlined above, how will your school prepare teachers and staff to work with a diverse student population that recognizes, affirms, and supports the racial, social, and cultural differences present within the intended student population?	<ol style="list-style-type: none"> <li>1. The applicant group clearly outlines the steps that that will be taken to prepare teachers and staff to work with a diverse student population.</li> <li>2. The steps proposed by the applicant group are directly related to the requirement of recognizing, affirming and supporting racial, social and cultural differences and would reasonably result in enhanced teacher and staff capacity to serve a diverse student population.</li> </ol>
OPC.8	Describe the school’s approach to ongoing individual teacher support through coaching and feedback systems.	<ol style="list-style-type: none"> <li>1. The applicant group provides a process by which teachers will receive differentiated, data-driven coaching and development.</li> </ol>
OPC.9	<i>Attachment 13: Provide the resume for every member of the charter board. Provide a cover sheet for each resume that includes the person’s role, brief description of major responsibilities, expertise area, and a brief justification for board membership.</i>	<ol style="list-style-type: none"> <li>1. The applicant describes how each board member’s described role on the board matches their professional skill set.</li> <li>2. For each of the following areas, there is at least one board member able to provide expertise – academics, finances, legal issues, management and operations, and community relations OR the applicant describes current recruitment plans for board members to provide the above areas of expertise.</li> <li>3. The responsibilities enumerated for each role enable a clear division of roles among the board members.</li> <li>4. [Applicable to Type 2 Charter Applicants] The board is comprised of</li> </ol>

		<p>at least seven board members for experienced operators and five board members for new operators</p> <p>5. [Applicable to Type 2 Charter Applicants] The board is representative of the community in which the charter school is located and no fewer than 60 percent of its members reside in the community in which the charter school is located.</p>
OPC.10	<p>Identify any existing relationships that could pose actual or perceived conflicts if the application is approved; discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts.</p>	<p>1. The applicant provides an accurate description of any existing relationships that the board may have that could pose an actual or perceived conflict of interest.</p> <p>2. The applicant communicates how the board uses a logical process by which they identify any actual conflicts of interest and the steps that the board will take to ensure that all potential conflicts of interest are avoided.</p> <p>3. The applicant articulates a logical process by which the board shall identify any perceived conflicts of interest and the steps that the board will take to mitigate the perceived conflict.</p>
OPC.11	<p>Describe the governance structure and duties of the charter board. Describe any committees, advisory bodies, or councils and their roles and responsibilities. Explain how the proposed structure will ensure accessibility to staff, community and families. Describe how the board will interact with the CEO/School Leader/ESP.</p>	<p>1. The applicant group's response demonstrates a clear understanding that the charter board serves as a governing body rather than the entity responsible for the day to day execution of the proposed school model and academic plan.</p> <p>2. The applicant group's response demonstrates a clear understanding of the roles and responsibilities of the charter board with regard to governance of the school and supervision of the school leader, CEO and Educational Services Provider (ESP) (as applicable).</p> <p>3. Each committee, advisory body or council that exists as part of the charter board governance structure has a legitimate purpose, defined role, and clear responsibilities that support the work of the charter board as a whole.</p>
OPC.12	<p>Are there any areas of expertise or experience the current board seeks to fill? If so, explain the area and rationale for need on the board, as well as the recruitment plan, to fill</p>	<p>1. The board provides a candid assessment of the board's current opportunities for growth and/or unfilled areas of expertise.</p>

	that position.	2. The board articulates a logical new member recruitment plan that prioritizes the required areas of expertise, as well as logical new member on-boarding plan that ensures that all new members are familiar with board bylaws and requirements.
OPC.13	Explain how the board will monitor the academic, organizational and financial goals stated within the application, including actions that will be employed if the school is trending toward not meeting set forth standards.	<p>1. The board has a logical and feasible plan by which they will monitor the proposed school’s progress toward academic, organizational and financial goals stated in this application including the metrics that will be used to gauge performance, the frequency by which progress monitoring will occur and the specific steps that will be taken if the school is not on track to meet academic goals, organizational goals, and/or financial goals.</p> <p>2. The board’s monitoring plan includes frequent monitoring of academic, organizational and financial indicators in order to quickly detect areas of underperformance and apply corrective actions quickly, if necessary.</p> <p>3. The academic, financial and organizational indicators to be reviewed as part of the board’s monitoring plan should, at a minimum, include the expectations of the Charter School Performance Compact.</p>
OPC.14	Explain how the board will monitor progress toward accountability and renewal standards, including actions that will be employed if the school is trending toward not meeting set forth standards.	<p>1. The board has a comprehensive monitoring plan by which they will assess the proposed school’s progress toward accountability and renewal standards.</p> <p>2. The board demonstrates a thorough understanding of renewal and accountability expectations and has strong systems in place to monitor progress toward renewal at several checkpoints throughout the charter term as well as communicates what action steps will be taken when the school is trending toward not meeting set forth standards.</p>
OPC.15	<p>If a single site/CMO: Describe the role of the board in evaluating the school leader/CEO and holding them accountable for school performance, including:</p> <ol style="list-style-type: none"> <li>a. The information the board will collect;</li> <li>b. The specific measures and metrics to be</li> </ol>	<p>1. The applicant group demonstrates a clear understanding of the board’s responsibility to evaluate and hold the school leader/CEO accountable to school performance standards.</p> <p>2. The applicant group articulates a specific set of standards that the</p>

	<p>used; and</p> <p>c. The timeline and frequency of evaluation.</p>	<p>school leader must satisfy in order to keep the school on track to achieve its vision. These standards must, at a minimum, reflect the performance metrics outlined in the Charter School Performance Compact.</p> <p>3. The board identifies the information that will be used to determine if the school leader/CEO has satisfied each standard, the timeline and frequency by which performance will be evaluated and the process by which they will collect that information.</p> <p>4. The board has a logical decision-making framework and process to support and hold the school leader/CEO accountable according to a set of standards that will further the school’s mission.</p> <p>5. The applicant describes the steps the board and school leader will take in the event the leader does not meet accountability measures. There are clear metrics that trigger different courses of action, and the board has specific metrics it will use to make personnel decisions.</p>
<p>OPC.16 (ESP Only)</p>	<p>[If partnering w/an Education Services Provider (ESP)] Describe the role of the board in evaluating the ESP and holding them accountable for academic, organizational, and financial outcomes including:</p> <p>a. The information the board will collect;</p> <p>b. The specific measures and metrics to be used; and</p> <p>c. The timeline and frequency of evaluation.</p>	<p>1. The applicant group demonstrates a clear understanding of the board’s responsibility to evaluate and hold the Education Service Provider (ESP) accountable to school performance standards.</p> <p>2. The applicant group articulates a specific set of standards that the ESP must satisfy in order to keep the school on track to achieve its vision. These standards must, at a minimum, reflect the performance metrics outlined in the Charter School Performance Compact.</p> <p>3. The board identifies the information that will be used to determine if the ESP has satisfied each standard, the timeline and frequency by which performance of the ESP will be evaluated and the process by which they will collect that information.</p> <p>4. The board has a logical decision-making framework and process to support and hold the ESP accountable according to a set of standards that will further the school’s mission.</p>

		5. The applicant describes the steps the board and ESP will take in the event the leader does not meet accountability measures. There are clear metrics that trigger different courses of action, and the board has specific metrics it will use to make decisions regarding the continued relationship with the ESP.
OPC.17	Describe plans for increasing the capacity of the charter board. Include the plan for training and development of new members and continuing members. Provide an overview of the topics to be covered.	<ol style="list-style-type: none"> <li>1. The board articulates a logical process by which they will assess their own strengths and weaknesses, as well as a comprehensive training plan that corresponds with lacking areas of expertise.</li> <li>2. The board articulates a logical new member recruitment plan that prioritizes the required areas of expertise, as well as logical new member on-boarding plan that ensures that all new members are familiar with board bylaws and requirements.</li> </ol>
OPC.18	Specify where and how frequently the board plans to meet. Describe the procedures that will be in place to ensure compliance with the Open Meetings Laws and Open Records Act.	1. The applicant group provides comprehensive a board meeting schedule including proposed times, location and a high-level overview of procedures that the board will follow to maintain compliance with Open Meetings Laws and Open Records Act.
OPC.19	Provide a summary of data protection and recovery procedures in the event of a catastrophic system failure.	<ol style="list-style-type: none"> <li>1. The applicant group has clear protections and safeguards in place to protect all sensitive digital information related to the operation of the proposed school.</li> <li>2. The applicant group provides the steps that will be taken to minimize the risk and impact of a catastrophic system failure.</li> <li>3. The data protection, risk mitigation, and recovery procedures outlined are demonstrably likely to protect sensitive information, mitigate potential risks, and, to the extent possible, minimize loss of operational capacity and/or learning time in the event of a catastrophic system failure.</li> </ol>
OPC.20	<i>Attachment 14: Provide a draft of the proposed charter board's governing by-laws.</i>	1. Preliminary review of the by-laws provided by the applicant group meet all requirements as outlined in law and policy.
OPC.21 (Corporate Partner Only)	[If partnering with a corporate partner] Identify the partner organization as defined in Bulletin 126, Chapter 39, selected to assist in the implementation	1. The applicant group provides a clear description of the proposed partnership including the rationale for entering into such a partnership and the terms that will govern the partnership.

	of the school model and describe the terms of the partnership.	2. The relationship between the proposed applicant group and the non-profit charter board meets all requirements as outlined in Bulletin 126, Chapter 39.
OPC.22 (Corporate Partner Only)	[If partnering with a corporate partner] Attachment 15: Provide a copy of the MOU/Contract.	1. The MOU/Contract provided by the applicant group clearly outlines the terms of the partnership between the non-profit board and the partner corporation and meets all applicable requirements outlined in law and policy, based on a preliminary review.
OPC.23 (ESP Only)	[If partnering w/an Education Services Provider (ESP)] Provide rationale for consideration of an ESP, including: a. List of all companies/organizations considered; b. Evaluation of all companies/organizations considered; and c. Rationale for selected provider.	1. The applicant group provides evidence that a thorough review of the ESP has occurred before agreeing to partner with the organization.  2. The applicant group provides the metrics and rationale by which each proposed ESP was evaluated and the results of each evaluation.  3. The applicant group provides a clear and compelling rationale that explains why it is in the best interest of the applicant group to partner with an ESP rather than directly managing all aspects of the school.
OPC.24 (ESP Only)	[If partnering w/an Education Services Provider (ESP)] Clearly specify the decisions and services the organization or provider will be responsible.	1. The applicant group provides a clear and comprehensive list of all decisions made and services rendered in the course of operating a Louisiana charter school in the course of one calendar year and indicates the decisions or services for which the ESP is responsible.
OPC.25 (ESP Only)	<i>[If partnering w/an Education Services Provider (ESP)] Overview Template: A list of schools within the organization or provider's portfolio, location, authorizer, and overall academic performance.</i>	[Non-evaluative question] 1. The applicant group provides all requested data and information.
OPC.26 (ESP Only)	[If partnering w/an Education Services Provider (ESP)] Provide a detailed plan outlining the mechanisms by which the charter board will oversee and hold the ESP accountable to the agreed upon terms. Explain the conditions under which the contractual relationship may be terminated.	1. The applicant group provides a detailed and comprehensive oversight plan outlining the metrics and mechanism by which the charter board will hold the ESP accountable to agreed upon terms.  2. The oversight plan includes a clearly defined process and timeline by which the charter board will review agreed upon terms and evaluate the degree to which the ESP has met contractual obligations on, at minimum, an annual basis.



		<p>3. The oversight plan includes a description of the actions that the charter board may take based on the results of the evaluation should the ESP (i.e. termination, renegotiation, probation, etc.)</p> <p>4. The oversight plan includes a clear description of the conditions under which the charter board may terminate the contractual relationship and the process and timeline associated with termination.</p> <p>5. The oversight plan includes a logical, feasible, thorough and comprehensive contingency plan detailing the actions that the charter board would take in order to directly run the proposed charter school in the event that the ESP agreement is terminated for any reason.</p>
<p>OPC.27 (ESP Only)</p>	<p>[If partnering w/an Education Services Provider (ESP)] Disclose and explain any existing or perceived conflicts of interest between the board and proposed ESP or affiliated business entity.</p>	<ol style="list-style-type: none"> <li>1. The board provides an accurate description of any existing or potential relationships that could pose an actual or perceived conflict of interest between the board and the ESP or the ESP and an affiliated business entity.</li> <li>2. The board articulates a logical process by which they identify any actual conflicts of interest and the steps that the board will take to ensure that all potential conflicts of interest are avoided.</li> <li>3. The board articulates a logical process by which they will identify any perceived conflicts of interest and the steps that the board will take to mitigate the perceived conflict.</li> </ol>
<p>OPC.28 (ESP Only)</p>	<p>[If partnering w/an Education Services Provider (ESP)] Describe the causes that led to and current status of:</p> <ol style="list-style-type: none"> <li>a. Any performance deficiencies or compliance violations;</li> <li>b. Any litigation of any Louisiana school; and</li> <li>c. Any material audit findings for a school or the organization.</li> </ol> <p><i>Note: Based on the severity of issues, deficiencies or litigation, additional information may be requested and</i></p>	<ol style="list-style-type: none"> <li>1. The applicant group provides a comprehensive list of all performance deficiencies, compliance violations, litigation against Louisiana schools, and material audit findings for schools managed by the ESP and the causes that led to these events.</li> <li>2. The applicant group must provide verifiable evidence that all issues listed have been successfully rectified at the time that the charter application is submitted.</li> </ol> <p><i>Note: Based on the severity of issues, deficiencies or litigation,</i></p>

	<i>reviewed as part of this application and included in the school's final evaluation.</i>	additional information may be requested and reviewed as part of this application and included in the school's final evaluation.
OPC.29 (ESP Only)	[If partnering w/an Education Services Provider (ESP)] <i>Appendix 16: Provide an independent audit of the ESP. An acceptable submission includes the full ESP independent audit or an independent audit focused only on the charter operations of the ESP.</i>	1. There are no material findings in the ESP's most recent audited financial statements.
OPC.30 (ESP Only)	[If partnering w/an Education Services Provider (ESP)] <i>Attachment 17: ESP MOU or Contract</i>	1. The board maintains independence from the ESP by articulating strong accountability provisions and avoiding opportunities for the ESP to gain leverage over the board.  2. The ESP cannot control board membership.  3. The ESP contract does not allow for any form of leverage – including but not limited to severance fees and facilities ownership – by which the ESP can ensure renewal of their contract.
OPC.31	List and provide a detailed description of the charter school's measurable organizational goals each year of its contract year for the initial term.	1. The applicant group provides a detailed list and description of the charter school's measurable organizational goals for each year of its contract for the initial term.  2. The applicant group provides organizational goals that are specific, reasonable, ambitious yet attainable and aligned to, at a minimum, the expectations outlined in the Charter School Performance Compact.
<b>Financial Plan and Capacity</b>		
<b>Question #</b>	<b>Question</b>	<b>Evaluation Standard</b>
FPC.1	Describe how the school will manage its non-academic services once it opens and who will be responsible for overseeing which operational aspects of the school, including transportation, food services, facilities, purchasing processes, student records and school safety.	1. The applicant group has a logical and feasible plan for managing all non-academic services upon opening and has identified the person(s) or position(s) responsible for oversight of all operational aspects of the school.
FPC.2	<i>Overview Template: Complete the enrollment projection chart for the initial charter term of the proposed school.</i>	[Non-evaluative standard] 1. The applicant group provides a complete enrollment projection chart that reflects the intended student enrollment for the initial charter term of the proposed school.
FPC.3	Describe the strategy to recruit and enroll the intended	1. The applicant group provides a legal and logical plan to garner

	<p>student population including;</p> <ol style="list-style-type: none"> <li>Process, timeline, and requirements for parents and students to apply;</li> <li>Identification of potential barriers to access to the school and explain how the school will mitigate the barriers</li> <li>Description of the admission policy for the school, including any preferences; and</li> <li>Explanation of lottery procedures (if applicable).</li> </ol>	<p>interest in the school and subsequently enroll students including specific details about the enrollment process, timeline and application requirements.</p> <ol style="list-style-type: none"> <li>The applicant group has identified potential barriers to access (e.g. lack of internet access, lack of transportation, frequent changes in home address, inability to visit school during work hours, etc.) and has created an enrollment process that ensures equitable access for families of all backgrounds and needs.</li> <li>The applicant group provides a logical plan for enrolling students that includes a plan for collecting applications, reviewing applications for eligibility, and communicating decisions on those applications to families.</li> <li>The enrollment process identifies the individual or entity who will conduct the lottery in the event that it is necessary, the method that will be used to conduct the lottery, the preferences that will be used to rank students in the lottery, and the process for managing the waitlist if the school chooses to have one.</li> <li>[Applicable to schools with a specialized focus and admissions requirements] Admissions requirements are aligned to the specialized focus of the school.</li> <li>[Applicable to schools with admissions requirements] Admissions requirements comply with R.S. 17:3991(B)(3).1</li> </ol>
FPC.4	<p>Explain the plan for ensuring the school will retain the intended student population and specifically remain in compliance with the required economically disadvantaged and special education percentages.</p>	<ol style="list-style-type: none"> <li>The applicant group intends to recruit a student population that includes a percentage of Economically Disadvantaged students and Students with Disabilities that meets or exceeds the minimum percentages outlined in law and policy.</li> <li>The applicant group demonstrates with data that they have identified pools from which to recruit students that will enable them to meet their enrollment targets.</li> </ol>
FPC.5	<p>Describe the efforts to date to secure a facility for the</p>	<p><b>If the applicant group has identified a facility:</b></p>

	<p>school to serve “struggling students” that require in-person instruction including:</p> <ol style="list-style-type: none"> <li>a. If the applicants have identified a facility, a description of the facility and how it meets the school’s needs including its location and whether it is new construction, part of an existing public or private school building, or must be renovated for use; or</li> <li>b. If the applicants have not identified a facility, explain the plans for securing a suitable facility and preparing it for use by the time the school would open (including assuring that it meets specifications). Also, explain any contingency planning including the associated costs.</li> </ol>	<ol style="list-style-type: none"> <li>1. The applicant group has identified a facility that will allow the school to serve the intended student population and community as outlined in this charter application.</li> <li>2. The applicant group provides a thorough description of the current state of the identified facility and provides a logical and feasible plan by which the identified facility will be prepared for use as a public school including associated costs, resources to allocate toward renovations, the availability of facilities in the targeted area suitable to house a public school and contingency plans should the applicant group fail to secure a facility in the timeline provided.</li> <li>3. The applicant group outlines any potential barriers to fully securing the identified facility and has a strong contingency plan in place should the facility become unavailable, unaffordable or unsuitable.</li> </ol> <p><b>If the applicant group has not yet identified a facility:</b></p> <ol style="list-style-type: none"> <li>4. The applicant group provides a description of the efforts to date to identify and secure a facility that will allow the school to serve the intended student population and community as outlined in this charter application.</li> <li>5. The applicant group provides a description of the timeline by which a facility will be identified and prepared for use as a school including associated costs, resources to allocate toward renovations, the availability of facilities in the targeted area suitable to house a public school and contingency plans should the applicant group fail to secure a facility in the timeline provided.</li> </ol>
FPC.6	<p>If the charter school education corporation, ESP, CMO, or partner organization would own or lease a facility, provide a description of the ownership or lease arrangement indicating specifically any potential conflicts of interest and arrangements by which the education corporation would manage or avoid such conflicts.</p>	<ol style="list-style-type: none"> <li>1. The facility arrangement described by the applicant group protects against the ESP, CMO or partner organization gaining any form of leverage over the proposed applicant group or charter school – including but not limited to severance fees and facilities ownership – by which the ESP, CMO or partner organization can ensure a continued relationship with the applicant group.</li> <li>2. The applicant group outlines the potential for any real or perceived</li> </ol>

		<p>conflicts of interest and has a clear plan that can effectively mitigate any perceived conflicts of interest and remove any real conflicts of interest.</p> <p>3. The terms set forth in any facilities use and/or lease agreement are similar to existing are devoid of any potentially unfair or abusive terms including high interest rates, high fees, and terms that strip the non-profit of equity.</p>
FPC.7	Describe how the school will meet the transportation needs of its students requiring in- person instruction.	1. The applicant group provides a logical and feasible plan to offer transportation, at no cost to students and families, for in-person instruction to struggling students.
FPC.8	<i>Attachment 18: Provide a list of the types of insurance coverage the school will secure, a brief description of each, and describe the levels of coverage.</i>	<p>1. The applicant group provides a thorough description of the types of insurance to be procured and coverage amounts.</p> <p>2. The applicant group has allocated the appropriate resources toward procuring and maintaining the required types of insurance and coverage levels required of public schools in Louisiana.</p> <p>3. The applicant group commits to procuring any additional insurance outlined in the pre-opening process prior to the beginning of the school year, if approved.</p>
FPC.9	Complete all requirements of the financial template including detailed narratives of assumptions for budgeted items. Provide specific information as requested in the financial model on all revenue sources outside of MFP such as philanthropy, non-committed philanthropy and/or student fees.	<p>1. Projections are based on accurate, conservative, and legally compliant assumptions.</p> <p>2. No essential services are funded at amounts that would preclude the applicant group from implementing their plan.</p> <p>3. There is no evidence that the school ever will become insolvent or lack access to the necessary amount of liquidity.</p> <p>4. (if applicable) There are no material findings in the non-profit organization's most recent audited financial statements.</p> <p>5. Assumptions about facilities in all financial statements correspond to a conservative facility plan and account for possible contingencies.</p>

		6. The applicant group has provided evidence that any non-guaranteed funding sources included in the budget narrative have already been committed or will be committed and that should these non-guaranteed funds fail to materialize, the applicant group is still able to successfully execute the program described in this application.
FPC.10	Do you plan to use a financial manager or back office service provider? If the entity that will provide your financial services has been chosen, provide the name and a description of services. If it is an individual financial manager, provide the resume as <i>Attachment 19</i> .	1. Either the school has a plan to hire a financial manager who has at least a bachelor's degree in finance and/or accounting, or the school has partnered with an organization staffed by individuals with the necessary expertise that will provide financial management services.
FPC.11	Explain the process the school will use to develop its annual budget including: <ul style="list-style-type: none"> <li>a. Who will be involved;</li> <li>b. How needs will be identified and weighed;</li> <li>c. The timeline for creating and approving budgets; and</li> <li>d. Procedures for monitoring and modifying budgets and on what interval.</li> </ul>	<p>1. The applicant group provides a clear and comprehensive description of the process that will be used to develop the annual budget and the process by which the annual budget may be modified and monitored on an ongoing basis.</p> <p>2. The annual budgeting process described reflects best budgeting practices, strong internal controls, and a clear mechanism to determine funding priorities.</p>
FPC.12	Describe the existing or proposed policies and procedures that the proposed school and board will use for financial planning, accounting, purchasing, and payroll. Explain how these plans will sustain financial health of the organization and ensure legal compliance with any requirements and restrictions for the use of public funds. Include the following information in your response: <ul style="list-style-type: none"> <li>a. Identify how the board will monitor the school's financial position;</li> <li>b. Identify who is responsible for directly managing and overseeing the school's budget and a description of how they will do so;</li> <li>c. Describe the school's plan to comply with submission of an annual audit of school finances conducted by an outside, independent auditor; and</li> <li>d. Describe what financial controls the</li> </ul>	<p>1. The applicant group provides a comprehensive description of the policies and procedures that will be used for financial planning, accounting, purchasing and payroll.</p> <p>2. The policies and procedures described are aligned to best practices and are demonstrably likely to sustain the financial health of the organization while maintain compliance with all legal and statutory responsibilities related to the use of public funding.</p> <p>3. The personnel and or positions directly responsible for managing and overseeing the school's budget process possess the appropriate background and expertise and the management and oversight processes outlined by the applicant group are demonstrably likely to ensure the school's financial health and viability. <i>If a specific person has not yet been identified, the applicant group provides the required qualifications for the person that will eventually be hired to oversee this process.</i></p>

	<p>organization will have in place at the central and school level to ensure long term financial viability.</p>	<p>4. The internal controls, as described by the applicant group, are demonstrably likely to ensure the accuracy of reporting, eliminate fraud, and protect the resources of the school.</p>
<p>FPC.13</p>	<p>List and provide a detailed description of the charter school's measurable financial goals each year of its contract for the initial term.</p>	<p>1. The applicant group provides a detailed list and description of the charter school's measurable financial goals for each year of its contract for the initial term.</p> <p>2. The applicant group provides financial goals that are reasonable, ambitious yet attainable and aligned to, at a minimum, the expectations outlined in the Charter School Performance Compact.</p>