

**Orleans Parish School Board**

***Spring 2019***

***Request for Charter School Applications***

New Operator Application

For schools opening in School Year 2020-2021

**John Brown, Sr.**, District 1

**Ethan Ashley**, District 2

**Sarah Newell Usdin,** District 3

**Leslie Ellison,** District 4

**Benjamin Kleban**, District 5

**Woody Koppel,** District 6

**Nolan Marshall Jr.,** District 7

**Dr. Henderson Lewis, Jr.** Superintendent

**Table of Contents**

**Introduction…………………………………………………………………………………………………………………………………………….3**

**Current Portfolio…………………………………………………………………………………………………………………………..3**

**Applicant Types…………………………………………………………………………………………………………………………….4**

**Operator Tracks…………………………………………………………………………………………………………………………….4**

**Charter School Oversight…………………………………………………………………………………………………………………………6**

**Accountability……………………………………………………………………………………………………………………………….7**

**Autonomy………………………………………………………………………………….………………………………………………….7**

**Application Logistics………………………………………………………………………………….…………………………………………….8**

**Letter of Intent……………………………………………………………………………….……………………………………….…….8**

**Eligibility Determination………………………………………………………………….…………………………………………….8**

**Application Timeline………………………………………………………………….………………………………………………….9**

**Additional Information………………………………………………………………….…………………………………………….10**

**Additional Resources………………………………………………………………….……………………………………………….10**

**Submitting Your Application via Fluid Review….………………………………………………………………………….11**

**Application Redactions….…………………………………………………………………………………………………..……….11**

**Applicant Code of Conduct….…………………………………………………………………………………………………..….12**

**Public Disclosure….……………………………………………………………………………..…………………………………..….12**

**District Primary Contact….…………………………………………………………………………………………..…………..….12**

**Charter School Checklist….…………………………………………………………………………………………………..………………..13**

**Spring 2019 Charter School Application….………………………………………………………………………………………………15**

**Introduction**

Across New Orleans, more than 90 percent of public-school students currently attend charter schools. These schools have led to a dramatic increase in the number of students meeting academic proficiency standards and the performance gap between students in Orleans Parish and Louisiana as a whole has dramatically decreased.

Despite these gains, additional progress is needed. Every student deserves high quality schools where their interests will come first, where they and their families will have choice, and where educators will have the tools and support they need to be successful.

In November 2017, the Orleans Parish School Board voted to adopt a Unified Path Forward: Our Vision and Goals for Public Education in New Orleans, which will guide the work of the unified district over the next three years and represents a milestone of a year-long process soliciting and incorporating feedback from the community through a variety of means. The stated vision is to ensure that every student receives a high-quality education that fosters his or her individual capabilities, while ensuring that they thrive and are prepared for civic, social and economic success.

The Board identified the following [goals](https://opsb.us/wp-content/uploads/2017/11/OPSB-Vision-and-Goals.pdf) to guide citywide charter schools over the next three years:

1. Advance equity for all students and families.
2. Increase the share of students at or above grade level in reading and math.
3. Raise the high school graduation rate.
4. Improve high school graduates’ readiness for future success.
5. Increase the number of students attending “A” and “B” schools.
6. Increase the diversity of schools and programs offered to students and families.
7. Expand access to early childhood education.
8. Increase public engagement and public confidence in the school system.

Charter school authorization plays a critical role in the district’s work to achieve the OPSB vision.

The Spring 2019 charter school application process seeks proposals from highly qualified applicants to open new Type 1 charter schools and transform existing district-run schools into Type 3 charter schools in order to be a conduit to meeting the goals set forth by the OPSB Board.

**Current Portfolio**

As of July 1, 2018, all New Orleans Public Schools were unified under the oversight of the locally-elected Orleans Parish School Board for the first time since Hurricane Katrina. The OPSB currently oversees 78 public schools, including 75 charter schools, two-direct operated schools and a school with two educational programs for students in secure-care facilities.

**Applicant Types**

The Orleans Parish School Board accepts applications for Type 1 and Type 3 charter schools, each of which has specific requirements:

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| **Type** | **Definition** |
| **Type 1**  New Start | Proposals for new charter schools. |
| **Type 3**  Conversion      Transformation    Transformation  Full Takeover  Transformation  (Reconfiguration) | The conversion of existing OPSB district- operated public schools to charter schools. |
| Proposals that intend to serve all or some of the students in an existing Orleans parish charter school that is subject to closure. |
| Charter applicants which intend to continue to serve all grade levels and all students currently enrolled at the closing school. |
| Charter applicants which intend to change the grade levels served at the closing school, while serving all eligible students currently enrolled at the school. |  Phase Outs: begin by serving all current students, but intend to discontinue one or more grade levels as current students matriculate   Phase Ins: begin by serving only a subset of grade levels currently offered by the school, but serve all current students in those grade levels |

**Operator Tracks:**

In this Request for Applications, applicants will be considered in two groups, each of which has specific requirements.

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| **Track** | **Qualifications** |
| New Operators |  nonprofit organization whose primary members (founder and/or proposed school leader) do not have prior experience in leading or managing a public school1, AND   who do not intend to employ an educational service provider (ESP) with prior experience in leading or managing public schools |
| Experienced Operator |  nonprofit organization applying for the charter already operates at least one school, OR  has partnered with an Educational Service Provider (ESP) that already operates at least one school. |

1Experience leading or managing public schools is defined as one complete academic year.

**Charter School Oversight**

One of the district’s core responsibilities, as a charter school authorizer, is to hold these schools accountable to a set of performance expectations that help ensure every student is provided with a high-quality education. The district believes that to deliver on its responsibilities it must work diligently to achieve the following:

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| *Hold Schools to Rigorous Standards* |  | Clearly articulate rigorous, fair, and transparent standards for charter schools that promote excellence, equity, and incentivize and reward strong performance and continued progress towards outcomes that best serve students. |
| *Implement Effective Oversight Systems* |  | Establish systems to monitor school performance that can be implemented with fidelity and do not place undue burdens on schools, intervene when necessary, and make data-driven renewal and extension decisions. |
| *Be Transparent with Schools* |  | Share, with school leaders and charter board members, how well schools perform against OPSB standards in a clear and timely fashion. |
| *Share Information with the Public* |  | Provide families and the public with easily accessible information to inform school choice decisions and increase their understanding of each school’s performance. |

Charter schools have broad autonomy; as such, they must meet rigorous accountability measures. Charter schools are accountable to OPSB and must meet academic, financial, and organizational performance standards as set forth within the [Charter School Accountability Framework](https://opsb.us/schools/charter-school-performance-framework/). The district has rigorous standards and expectations for its charter schools including both state and local policies.

**Accountability**

The Charter School Accountability Framework (CSAF) is designed to explain the expectations the district has for charter schools in New Orleans (annually and at the point of renewal) and the process the district will use to track and evaluate school performance against those expectations.

The district assesses a school’s performance across three areas of oversight:

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| *Academic Performance* |  | Is this school demonstrating academic success and progress on overall performance metrics? |
| *Organizational Performance* |  | Is this school organizationally effective and fiscally sound? |
| *Financial Performance* |  |

**Autonomy**

In exchange for rigorous accountability, charter school operators are provided substantial autonomy to successfully prepare students for civic, social and economic success. La. R.S. 17:10.7.1 sets forth the autonomy guarantees for charter school operators:

“the local school board shall not impede the operational autonomy of a charter school under its jurisdiction in the areas of school programming, instruction, curriculum, materials and texts, yearly school calendars and daily schedules, hiring and firing of personnel, employee performance management and evaluation, terms and conditions of employment, teacher or administrator certification, salaries and benefits, retirement, collective bargaining, budgeting, purchasing, procurement, and contracting for services other than capital repairs and facilities construction.”

**Application Logistics**

**Letter of Intent**

Any organization or individual that is interested is applying for the Spring 2019 cycle shall submit a Letter of Intent to [Kwame\_Juakali@opsb.us](mailto:Kwame_Juakali@opsb.us), by January 28, 2019. The [Letter of Intent](https://opsb.us/wp-content/uploads/2018/12/Sample-Letter-of-Intent.pdf) shall contain the following information:

* Vision Statement
* Mission of the Intended School
* Intended Instructional Model/ Innovation
* Proposed Opening Year
* Intended Grades to be served
* Projected enrollment
* Interested Location

A sample letter of intent may be found on the OPSB website.

All applicants shall submit a Letter of Intent.

**Eligibility Determination**

Any organization or individual may become eligible to submit a Louisiana Charter Application by meeting specific eligibility requirements:

* Applicant must be registered as a Louisiana Non-Profit Organization (RS 17:3983)
* Three certified Louisiana teachers must participate in the development of the charter application (RS 17:3983)
* The submitting Non-Profit must be free of any sectarian or religious affiliations, entanglements with existing private schools and have no adverse legal actions or entanglements
* Applicants must have at least three identified charter board members to apply. Further governance requirements can be found in [OPSB Policy HA](https://opsb.us/wp-content/uploads/2018/10/HA-School-Board-Chartering-Authority-Amended-10-11-18.pdf).

All applicants shall submit Eligibility Determination Forms.

**Application Timeline**

The following timeline is tentative and subject to revision. All changes will be posted to the

OPSB website, and notification will be provided to the application primary contact person.

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| **Spring 2019 OPSB RFA Process Timeline** | |
| **MILESTONE/TASK** | **DATE** |
| RFA Release | January 4, 2019 |
| Face to Face Applicant Information Session | January 15, 2019 |
| Applicant Information Session Webinar | January 17, 2019 |
| **Letter of Intent Submitted** | **January 28, 2019** |
| Fluid Review Portal Opens | January 28, 2019 |
| **Eligibility Determination Forms Submitted** | **February 6, 2019** |
| Eligibility Review Returned to Applicants | February 8, 2019 |
| **Spring 2019 Charter Application Submitted** | **March 1, 2019** |
| **Completeness findings Re-submission deadline** | **March 15, 2019** |
| **Public Hearing** | **March 19, 2019** |
| **Capacity Interviews** | **April 29-May 1, 2019** |
| **OPSB May Board Business Meeting – Presentation of Superintendent’s**  **Recommendation2** | **Tentative: May 23, 2019** |

2 Pursuant to R.S. 17:10.7.1, the School Board has the opportunity to review and reject the Superintendent’s Recommendation until its next

meeting following the presentations

**Additional Information**

***Which set of questions should I complete?***

* There are two sets of questions – one set for experienced operators and another set for new operators.
* Experienced operators meet one of two criteria: either the organization applying for the charter already operates at least one school or the organization has partnered with an Educational Service Provider (ESP)1 that operates at least one school.
* Organizations that do not meet either of these criteria should complete the set of questions for new operators.

***Do I need to identify a school leader?***

* New operators and experienced operators that have not yet operated two schools for at least three years each must identify a school leader in their application for all schools proposed to open in the fall of 2020.

***How do I submit my proposal?***

* All applications, including the Eligibility Determination Forms shall be submitted via the Fluid Review Portal. The Letter of Intent shall be emailed directly to [Kwame\_Juakali@opsb.us](mailto:Kwame_Juakali@opsb.us).

***Is there a page limit?***

* All applications, should be no more than 50 pages, excluding the requested attachments, which should be no more than 200 pages. The Executive Summary shall be limited to 2 pages.

**Additional Resources**

The following resources have been assembled to provide applicants with information and guidance that may be helpful in putting together a successful proposal.

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| **Resource** | **Description** | **Location** |
| Call to Action Toolbox | Includes an interactive dashboard that visually guides applicants towards the geographic, demographic, and academic areas of greatest need | [Link](http://www.louisianabelieves.com/schools/call-to-action-toolbox-main-page) |
| Louisiana Association of Public Charter Schools Research Library | The mission of the Louisiana Association of Public Charter Schools (LAPCS) is to support, promote and advocate for the Louisiana charter school movement, increasing student access to high quality public schools statewide. LAPCS provides tools and information through their research library that may be of use to applicants. | [Link](http://lacharterschools.org/programs-resources/resource-library/) |
| BESE Policies | Bulletin 126 spells out the rules and regulations that govern charter schools. | [Link](http://bese.louisiana.gov/documents-resources/policies-bulletins) |
| Louisiana Department of Education Charter School Library | As the authorizer of multiple charter schools throughout the state, Louisiana Department of Education (LDE) has compiled a library of resources aimed at informing charter school applications, review, and ongoing monitoring.  Applicants should note, LDE Performance Compact and application timelines do not supersede Orleans Parish’s own. Please refer to OPSB materials regarding performance evaluation and application timelines. | [Link](http://www.louisianabelieves.com/resources/library/charter-schools) |

**Submitting your application via Fluid Review**

1. Prepare your application **using the templates and online submission process established by OPSB. The portal** **will be opened on January 28, 2019.** In the interim, you may begin developing application content in MS Word format. Any such content can subsequently be pasted into the template documents and uploaded. You will upload each element of the application (cover sheet, narrative, attachments, etc.) separately.

2. Upload each of your documents to the online application system. **Be sure to upload the documents in the file format specified.** An overview of the online application system will be included in the orientation session for applicants.

3. You may SUBMIT your application after you have uploaded all required documents. Fluid Review will not allow you to SUBMIT your application until you have met these requirements.

4. Once the system has accepted your SUBMIT command, your application will be both submitted and

locked. You will not be able to make additional revisions.

**Fluid Review will automatically shut down access to all applications at 5:00 p.m., CDT on March 11, 2019.** Ensure you allow adequate time to upload all documents before the deadline. Applications not fully SUBMITTED, including applications that are partially uploaded, will not be accepted.

**Application Redactions**

All charter school application materials submitted to OPSB become public records, pursuant to the Louisiana Public Records Law, LSA-R.S. 44:1 et seq. As such, applicants are required to submit both a redacted **AND** un-redacted copy of all documents that include personal information. **Please add “REDACTED” to the document title of the modified submission prior to submitting it in Fluid Review.** The un-redacted submission should just be titled with the document name.

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| **Information to redact:** | **Information that should NOT be redacted:** |
| * Social Security Number * Home Address, excluding ZIP code * Phone number * Email Address | * Contact Information (phone number and email) for the application’s primary contact * ZIP code- serves as evidence of residency for charter board members. |

**Applicant Code of Conduct**

The Superintendent and members of OPSB are obligated by state law to make decisions in the best interests of children, free from personal or political influences. Similarly, charter school applicants have the responsibility of respecting and upholding the integrity of the charter school application process.

Specifically, charter school applicants shall not:

1. Initiate, or attempt to initiate, any activity with the Superintendent or an Orleans Parish School Board member that is prohibited by the Code of Governmental Ethics;
2. Direct any communications, including application documents, to the Superintendent or an Orleans Parish School Board member at any point during the application submission and evaluation process.

It is the responsibility of the charter applicant to ensure proper citation and acknowledgement of any sources included within the application. Any charter application that is found to be plagiarized may be subject to disqualification.

*Charter school applicants found to be in violation of these requirements may be deemed ineligible for consideration of charter school approval.*

**Public Disclosure**

All charter school proposals submitted to OPSB are considered public records, pursuant to the Louisiana Public Records Law, LSA-R.S. 44:1 et seq., and are subject to public release. Redaction of personal information is an applicant responsibility. Applicants are requested to provide redacted submissions of any file that includes personal information.

In addition, applicants are advised that neither School Board members, the Superintendent, nor district staff will comment on the contents of any application submission during the review and evaluation period, outside of the established public processes for this purpose (School Board meetings, Public Hearing); in the event of media inquiries, the district will refer individuals to an applicant’s primary contact using the information included in this application.

**District Primary Contact**

For any questions or concerns regarding the Spring 2019 OPSB Charter School RFA or charter school application evaluation process, please contact Kwame Juakali, Manager of Charter Applications, at [Kwame\_Juakali@opsb.us](mailto:Kwame_Juakali@opsb.us)

## **Spring 2019 Charter RFA: Completeness Check** New Operator

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| **Name of Nonprofit Corporation:** |  | |
| **Name of Proposed School:** |  | |
| **Name of Primary Contact:** |  | |
|  |  | |
| ITEM | RESPONSE | COMMENTS |
| **Application Type** |  |  |
| **Operator Track** |  |  |

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| **Location** | **Item** | **Yes** | **No** | **N/A** | **Comments** |
| **Letter of Intent** | Letter of Intent |  |  |  |  |
| **Eligibility Determination** | Eligibility Determination Forms |  |  |  |  |
| Copies of Current LA Teacher Certifications |  |  |  |  |
| Charter Board Member Resumes |  |  |  |  |
| Charter Board Background Checks |  |  |  |  |
| **Full Application** | Executive Summary (2-Page Limit) |  |  |  |  |
| 1: Student Recruitment Evidence |  |  |  |  |
| 2: Data or research supporting your academic model |  |  |  |  |
| 3: Weekly Student Schedule |  |  |  |  |
| 4: Daily Schedule (9th-12th grade only) and School Calendar |  |  |  |  |
| 5: Pupil Progression Plan |  |  |  |  |
| 6: Special Education Staffing Plan |  |  |  |  |
| 7: English Language Learner Staffing Plan |  |  |  |  |
| 8: Job descriptions for staff performing Special Education evaluations and/or services |  |  |  |  |
| 9: Redacted & Un-redacted resumes for staff performing Special Education evaluations and/or services |  |  |  |  |
| 10: Organizational Chart |  |  |  |  |
| 11: School Leadership team job descriptions |  |  |  |  |
| 12: Redacted & Un-redacted School leadership team resumes |  |  |  |  |
| 13: Teacher Evaluation Tool |  |  |  |  |
| 14: Calendar of Special Events |  |  |  |  |
| 15: Mission Critical Partners MOUs/ Contracts (If applicable) |  |  |  |  |
| 16: Charter Board Roles |  |  |  |  |
| 17: School Leader Evaluation Tool |  |  |  |  |
| 18: Qualified Business Manager/Financial Manager Resume |  |  |  |  |
| 19: Financial Manager Contract |  |  |  |  |
| 20: Financial Template |  |  |  |  |
| 21: Budget Narrative |  |  |  |  |
| 22: ESP Contract (If Applicable) |  |  |  |  |
| 23: ESP Audit (If Applicable) |  |  |  |  |

**New Operator Application**

Applications should include only the information requested below, saved in a single PDF file. Please clearly label each section of your application with headings that match the headings of the application. Applications should be no more than 50 pages, excluding the requested attachments, which should be no more than 200 pages. There are no page limits for individual sections except for the Executive Summary.

The finances template should be submitted as an excel file. All background checks should be submitted in a single PDF file. The eligibility form should be submitted as a PDF file as well.

The purpose of this application is to assess the readiness of charter applicants to produce high-quality student outcomes that meet, if not exceed, the expectations that charter schools must achieve to remain in operation.

School leadership plays a fundamental role in the success of any new charter school. This application process in its entirety is an assessment of the strategic thinking of the school leader, including school staff and partners to whom the school leader will delegate responsibilities in the operation of the school.

**Executive Summary**

Provide a two-page overview of your proposed school that addresses both of the following prompts:

1. Explain the mission and vision of your school. What will your school set out to achieve in the long term, what will success look like, and how will your school get there?
2. Explain why your school would be important to the community in which you are proposing to locate.

**TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.**

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**Students**

1. Through the use of data demonstrate that the student population that you wish to serve currently exists.
2. Describe your recruitment strategy and provide your recruitment plan. Provide any evidence that you have collected that demonstrates that parents and guardians have committed to enrolling their children in your school.

*Attachment 1: Student Recruitment Evidence*

**TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.**

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**Academics**

1. Explain how you will set, and measure progress towards, performance goals that put your students on a path towards achieving your vision. Include your plan to gather the baseline data necessary to establish these goals.
2. For all core content and mission-related subject areas:

(a) Identify the curricula that your school will use and your reasons for these choices;

(b) Identify the interim assessments you will use and how these align to the curricula;

(c) Describe your professional development plan for teachers and how this plan is linked to the curricula and assessments.

1. Describe the system by which your instructional staff will design interventions for all students. If you are applying for a virtual school, additionally describe the system by which struggling students will receive in-person instruction, including the location for providing these services, the transportation services that will be available, and a plan for evaluating struggling students.
2. *[If applicable]* If you are proposing a specialized school, describe the concrete structures, policies, and practices that will differentiate your school from options already available to the community you propose to serve.
3. *[Applicable to applicants proposing to serve grades 9-12]* Provide an example of a daily schedule for a student attending your school as well as your school’s academic calendar.

*Attachment 2: Data or Research supporting your academic model*

*Attachment 3: Weekly Student Schedule*

*Attachment 4: Daily Schedule (9th-12th grade only) + School Calendar*

*Attachment 5: Pupil Progression Plan Template*

**TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.**

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**Special Student Populations**

1. Describe your plan to identify, evaluate, and serve Students with Disabilities. Include your staffing plan for serving Students with Disabilities.
2. Will the curricula proposed in Academics Question (2)(a) be used to instruct and support Students with Disabilities? If not, please describe the curricula used.
3. Describe your plan to identify, evaluate, and serve English Learners. Include your staffing plan for serving English Learners.
4. Will the curricula proposed in Academics Question (2)(a) be used to instruct and support English Learners? If not, please describe the curricula used.

*Attachment 6: Special Education Staffing Plan*

*Attachment 7: English Language Learner Staffing Plan*

*Attachment 8: Job Descriptions for staff performing Special Education evaluations and/or services*

*Attachment 9: Redacted & Unredacted resumes for staff performing Special Education evaluations and/or services*

**TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.**

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**School Staff**

1. Provide an organizational chart. Include job descriptions that summarize the scope of work for all staff on the school leadership team.
2. Describe your administrator and teacher recruitment strategy.
3. Describe the expectations for teachers, how you will clearly communicate these expectations, and how you will ensure that teachers stay on track towards meeting expectations.

*Attachment 10: Organizational Chart*

*Attachment 11: School leadership team job descriptions*

*Attachment 12: Redacted & Unredacted school leadership team resumes*

*Attachment 13: Teacher Evaluation Tool*

**TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.**

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**Culture**

(1) Describe the culture that you envision for your school and the practices that will foster and maintain that culture. Additionally, describe the behavior expectations of your school as well as the practices that will foster and uphold those expectations.

*Attachment 14: Calendar of Special Events*

**TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.**

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**Mission Critical Partners (if applicable)**

*Applicable only to groups with mission critical partnerships. Mission-critical partner organizations are organizations that will play a significant role in the operation of the school and its progress toward its mission and vision. These organizations should provide services that align with the school’s educational model. For example, an arts organization that provides services to students in an arts integration model charter school would be considered a mission critical partner.*

(1) [*If applicable]* Describe the mission-critical partnerships that your school has established and the terms of these partnerships.

*Attachment 15: Mission Critical Partner MOU/Contracts (If applicable)*

**TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.**

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**Board Readiness**

(1) Describe the roles necessary on the board, the responsibilities that align with each role, and identify who will play that role on the board. As Appendix B, provide a one-page resume for each of your identified board members. One-page resumes will not count towards the page limit.

(2) Describe how the board will monitor the school’s overall performance.

(3) Describe the steps the board will take to evaluate the school leader. Specifically, describe:

* The information the board will collect;
* The systems by which the board will collect information;
* The standards - including and in addition to student performance goals- the board will use to evaluate information it collects; and,
* The process by which the board will evaluate information and make decisions.

(4) Describe the process by which your board identifies potential conflicts of interest before making decisions.

(5) Develop the process by which you will develop and train your board.

*Attachment 16: Charter Board Roles Template*

*Attachment 17: School Leader Evaluation Tool*

**TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.**

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**Financial Readiness**

(1) Do you plan to use a financial manager or a back-office service provider? If the entity that will provide your financial services has been chosen, please provide its name.

(2) To whom will your financial manager or back-office service provider report: the school leader or the board?

(3) Describe your approach to budgeting, including an explanation of your approach to cutting costs if faced (as schools so often are) with a budget shortfall.

(4) Describe the accounting and control systems you will install, including essential checks, balances, and segregation of duties. Please indicate how a culture of proper financial controls and reporting will become an essential component of your organizational culture.

*Attachment 18: Qualified Business Manager/ Financial Manager Resume*

*Attachment 19: Financial Manager Contract*

*Attachment 20: Financial Template*

*Attachment 21: Budget Narrative Template*

*Attachment 22: ESP Contract (If applicable)*

*Attachment 23: ESP Audit (If applicable)*

**TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.**

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**Returning Applicant Groups (if applicable)**

*Applicant groups that have submitted charter applications previously are required to complete this section*

1. [*If applicable]* Describe the activities that your founding team has conducted since your last application to improve your readiness to start a charter school.

**TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.**

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**School Leadership Team Capacity**

*Note that the application should not refer to the experiences of an Educational Service Provider or another company (such as a back-office service provider) that will provide services to the school. All responses in this section must speak specifically to the school leadership team that will be employees of and oversee the operation of the proposed school.*

1. Provide (as part of Attachment 12) the resume for every member of the school leadership team. These should only be the senior most individuals responsible for the academic, organizational, and financial operations of the school who report either directly to the board or the school leader.
2. Describe the school(s) and/or academic program(s) for which the school leadership team has been responsible. Describe their leadership role(s) and primary responsibilities at the relevant school(s) and/or academic program(s). The response should describe, using data where possible, the impact that these individuals had on their previous school(s) and/or academic program(s).
3. Describe relevant leadership positions that the proposed school leadership team has held in which they were responsible for the operations and/or finances of program(s) and/or organization(s). Describe the leadership roles that were held and primary responsibilities for the relevant program(s) and/or organization(s). The summary should describe the impact that these responsibilities had on the success of the relevant entities.
4. Provide multiple years of student academic performance data under the proposed school’s leadership team. This data must include, but is not limited to, proficiency and growth on state and national standardized tests (where available), and data on graduation rates and growth for applicants proposing to serve high schools.
5. Provide data or evidence that speaks to the organizational and/or financial viability of the program(s) and/or organization(s) for which members of the school leadership team were responsible as a leader.

**TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.**

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