



Office of School Choice

2023-24 Charter Application Process

BESE Authorized Evaluation Rubric Standards

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

- Local authorizers may use these standards in the local evaluation process, but are not required.
- 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 Louisiana Department of Education uses these standards as the basis for the third-party review conducted by an independent third-party team of reviewers.

The Charter Application Evaluation Rubric includes two sets of standards:

- Holistic standards that evaluators will apply across all evidence presented, and
- 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 on the holistic standard at each stage of the application process. The evaluator's final recommendation will consider 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 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.	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 and experienced operator standards that the third-party evaluator will use to evaluate charter applications submitted to BESE. Local authorizers may use these standards to guide their review of applications.

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"> Identify the students and community to be served; Illustrate what success will look like; and Align with the purposes of the state charter school law (Louisiana R.S. 17:3972). 	<ol style="list-style-type: none"> The school’s mission is outlined in a clear statement that defines the fundamental purpose of this school and why it should exist in alignment with state charter school law (Louisiana R.S. 17:3972). 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 to be successful.
ES.2	<p>Anticipated Student Population and Educational Need. Describe the anticipated student population the school seeks to serve. Provide rationale for seeking to serve this population.</p>	<ol style="list-style-type: none"> The applicant group describes the anticipated student population the school seeks to serve (e.g., demographics, educational needs). The applicant group demonstrates the proposed population is representative of the demographics of the location.
ES.3	<p>Education Plan. Provide an overview of the education program of the proposed school, including major instructional methods. Summarize what the proposed school would do more effectively than the schools that are now serving the targeted population. If virtual, please see the addendum for additional questions.</p>	<ol style="list-style-type: none"> The applicant group provides a concise overview of the proposed educational program. The applicant group highlights the key aspects of the program that will lead to greater student success than the current educational option(s). The applicant group provides a rationale for seeking to serve the identified student population.
ES.4	<p>Impact. Explain how the proposed program will positively impact student outcomes.</p>	<ol style="list-style-type: none"> The applicant group describes how their proposed program will positively impact student outcomes.

ES.5	Applicant groups that have submitted charter applications to the Louisiana Department of Education 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.	<ol style="list-style-type: none"> 1. The applicant group demonstrates the ability to continually improve between application cycles by identifying key deficiencies in the prior application(s) and explaining how they were improved upon. 2. A summary of revisions from previous submissions is provided.
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Educational Program and Capacity: School Establishment

Question #	Question	Evaluation Standard
EPC.6	<p>Provide a narrative analysis of the community you seek to serve in the proposed school including:</p> <ol style="list-style-type: none"> a. A description of the community the school will locate, including proposed physical address (if known), and parish; b. The applicant’s rationale for selecting the community; c. Performance of local schools in the community that serve a similar student population; 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; e. Explanations of any partnerships or contractual relationships central to the school’s operations or mission; and f. Based on your outreach, research, and understanding of the community and students you seek to serve, what are the main challenges to the success of the 	<ol style="list-style-type: none"> 1. The applicant group provides a comprehensive analysis that demonstrates a strong understanding of the community in which the proposed school seeks to be located. 2. The applicant group provides a clear rationale for selecting the community based on community demographics and educational needs. 3. The applicant group provides evidence that the proposed school will be able to more effectively serve the community than the options that currently exist. 4. Using evidence, the applicant group clearly articulates the main challenges to student success in the community in which the school seeks to locate. 5. The applicant groups clearly explain any partnerships or contractual relationships regarding the proposed school’s operations or mission. 6. The applicant group provides at least one way the school will address each of the identified challenges to student success.

	students in the community you seek to serve? What does your proposed school intend to do to address these challenges?	
EPC.7	Provide an overview of the student population you anticipate serving based on the local demographics in the proposed school, which includes: <ul style="list-style-type: none"> a. Racial and socioeconomic demographics; b. Percentage of special education students; c. Percentage of English Learners; and d. Percentage of homeless students. 	<ol style="list-style-type: none"> 1. The applicant group provides an overview of the proposed student population, including the anticipated racial and socioeconomic demographics, percentage of special education students, percentage of English Learners, and percentage of homeless students.
EPC.8	Provide a narrative description of how stakeholders in the intended community were engaged regarding the proposed charter school, including: <ul style="list-style-type: none"> a. Description of the stakeholders engaged; b. Strategies used to solicit community input regarding the educational and programmatic needs of students and the plan to meet those needs; c. The method and nature of feedback received from community stakeholders and the process for incorporating that feedback into the submitted application; and d. The extent to which, if at all, the proposal incorporates community input regarding the educational and programmatic needs of students. 	<ol style="list-style-type: none"> 1. The applicant group provides evidence that a range of stakeholders were engaged in the charter application development process. 2. The applicant group provides specific information regarding the strategies 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.
	Appendix 1: Provide a description of support for the proposed school from community stakeholders, including a candid analysis of the depth of support and opposition to the school. Submit documents	<ol style="list-style-type: none"> 1. The applicant group provides evidence that a range of stakeholders were engaged in the charter application development process. 2. The applicant group provides specific information regarding

	<p><i>that provides evidence of community support (e.g. letters of support from community stakeholders, emails with evidence of support, engagement sign-in sheets, 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>the strategies 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>
Educational Program and Capacity: Academic Plan		
Question #	Question	Evaluation Standard
EPC.9	<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> <ul style="list-style-type: none"> a. The key design elements that reflect the school’s mission and vision; and 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. 	<ul style="list-style-type: none"> 1. The applicant group includes a clear and concise overview of the proposed school model, including descriptions of the key design elements that align with the academic plan and the proposed school’s mission and vision. 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"> a. A track record of success with similar student populations (proven models) <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> b. Evidence-based justification that the proposed model is likely to be successful (innovative, untested models).
EPC.10	<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 primary curricula your school will use, such as textbook selections and supporting materials by subject and/or grade level, including:</p> <ul style="list-style-type: none"> a. A description of how it aligns with state standards; and b. How it will meet the needs of the targeted student population? 	<ul style="list-style-type: none"> 1. The applicant group describes how the selected curricula align with state standards. 2. The applicant groups provide evidence of the selected curricula effectiveness in serving the targeted student population.

EPC.11	Describe any co-curricular or extracurricular programs and how they will be funded and delivered.	<ol style="list-style-type: none"> 1. The applicant group provides a thorough description of all co-curricula or extracurricular programs the proposed school intends to offer and how it will be delivered. 2. The applicant group describes how the co-curricula or extracurricular programs will be funded.
EPC.12	Describe the basic learning environment, including class size and structure.	<ol style="list-style-type: none"> 1. The learning environment as described by the applicant group, is aligned with the academic plan and suitable to the instructional model of the proposed school.
EPC.13	<p>Describe the primary 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"> a. Describe each assessment’s purpose, design, format, and rationale for its selection; b. Describe how the assessments align with state standards and curricula; c. Describe the alignment to LEAP 2025 and ACT (for high school applicants); d. Describe how the school will collect and analyze assessment results; e. Describe the alignment to special education assessments; f. 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 g. Explain how the school will communicate with parents/guardians and students about academic achievement and progress. 	<ol style="list-style-type: none"> 1. The applicant group provides a clear description of each primary diagnostic, formative, and summative assessment the proposed school will use to evaluate student knowledge, including the purpose, design, and format of each. 2. The applicant group describes how the selected assessments align with state standards and curricula. 3. 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*. 4. The applicant group clearly articulates the process and frequency by which assessment data will be collected and analyzed. 5. The applicant group describes how the selected assessments align with special education assessments. 6. 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. 7. 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>*ACT alignment = High School Applicants Only.</p>
EPC.14	Appendix 2: Provide a sample student schedule for	<ol style="list-style-type: none"> 1. The applicant group provides a detailed student schedule for a

	<i>a typical week.</i>	<p>student 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> <ol style="list-style-type: none"> 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).
EPC.15	<p>Appendix 3: Provide a sample student schedule for a typical week for a student that is an English Learner. 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:</p> <ol style="list-style-type: none"> a. Grade level of the EL student; b. Proficiency determination as defined by English Language Proficiency Test (Emerging or Progressing only); and c. Any other data or assumptions involved in creating the student schedule. 	<ol style="list-style-type: none"> 1. The sample student schedule includes the standards listed for EPC.14, and 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. 2. 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. 3. 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 the intended student population).
EPC.16	Appendix 4: Provide a sample student schedule for	<ol style="list-style-type: none"> 1. The sample student schedule includes the standards listed for

	<p><i>a typical week for a student with exceptionalities. 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> <p><i>a. Grade level of the student with exceptionalities;</i> <i>b. Student’s primary exceptionality (may not use Speech/Language Impairment or Gifted/Talented);</i> <i>c. The weekly services that the student receives, the number of minutes per service, and the setting in which each service is provided; and</i> <i>d. Any other data or assumptions involved in creating the student schedule.</i></p>	<p>EPC.14, and 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> <ol style="list-style-type: none"> 2. The applicant group provides evidence that the proposed student schedule allows for the intended student population to meet the total number of required instructional minutes as required by Louisiana law and policy. 3. 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 the intended student population).
EPC.17	<p>Discuss the school’s methods and strategies for identifying and serving students are struggling academically and at risk of academic failure, including:</p> <ol style="list-style-type: none"> a. How the school will determine and identify which students are struggling within the context of a Response to Intervention (RTI) program; b. Clearly define the term “struggling student” as it would be applied in the school; c. The strategies, programs, supports, resources, and personnel the school will devote to assisting struggling students within the general education setting; d. The process the school will use to evaluate the efficacy of the program; e. The system the school will use to monitor the demographic data of the students identified as struggling students and the 	<ol style="list-style-type: none"> 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. 2. The applicant provides a clear and appropriate definition of the term “struggling student”. 3. The applicant group has a clearly articulated plan that the proposed school will utilize to determine the efficacy of the RTI program. 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” 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. 6. The applicant group outlines a plan for the administration of a mental health screener, including the frequency.

	<p>approach that will be taken if data suggests disproportionate or over-identification of any sub-group; and</p> <p>f. The school plan for providing trauma-informed care, administering mental health screeners, and providing other supports.</p>	
EPC.18	<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, including:</p> <ul style="list-style-type: none"> a. The process for identifying students with disabilities (child find), within the context of the school’s RTI process; 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.); c. The process for coordination between general education teachers and special education teachers or service providers; d. The process that will be used to monitor the achievement and progress of students with exceptionalities; e. The process that will be used to evaluate the efficacy of the program and ensure that the needs of these students are being 	<ol style="list-style-type: none"> 1. The applicant group provides a logical and feasible plan to screen all students and ensure that students suspected of or known to have an exceptionality are evaluated for special education services early and accurately, as defined by LDOE’s Strategies for Success: A Guidebook for Supporting Students with Disabilities. 2. 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. 3. The applicant group demonstrates a thorough understanding of the student evaluation process, timelines outlined in IDEA law, and necessary personnel. 4. The group’s plan for students with exceptionalities must identify the staff members who will lead student evaluations, IEP development, and provision of ongoing service with required credentials relevant to the services. 5. The applicant group outlines a feasible professional development plan around serving students with exceptionalities. 6. The applicant group presents a plan for developing IEPs that contain rigorous goals and instructional plans that are aligned with student goals. 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 special education program. 8. The applicant group has clear safeguards and protocols in

	<p>met; and</p> <p>f. 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 subgroup.</p>	<p>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>
EPC.19	<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, including:</p> <ol style="list-style-type: none"> 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; 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); c. The process that will be used to monitor the achievement and progress of ELs including exit criteria; d. 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; and e. How the school will make all necessary materials available to parents of ELs in a language that they can understand. 	<ol style="list-style-type: none"> 1. 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. 2. The applicant group has clear safeguards and protocols in place to ensure that English Learners are not inappropriately identified as students with special needs. 3. The applicant group provides clear evidence that the English Learner program described is aligned with applicable law and policy, reflects best practices, and can be fully executed beginning on the first day of the charter term. 4. The applicant group presents a monitoring plan that will enable relevant staff to track the progress of all English learners and articulate exit criteria. 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. 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.
EPC.20	<p><i>*Only if planning to offer Gifted and Talented.</i> Describe how your education program will</p>	<ol style="list-style-type: none"> 1. The applicant group provides a logical and feasible plan to identify students who are academically gifted and, if

	<p>identify and meet the needs of academically advanced students, including:</p> <ol style="list-style-type: none"> How the school will identify advanced and/or gifted and talented students; Strategies and programs the school will use within the general education classrooms and in other settings to accelerate learning; and Specific programs, services, and supports for academically advanced students. 	<p>applicable, gifted/talented students.</p> <ol style="list-style-type: none"> The applicant group provides a logical and feasible plan to serve students who are academically gifted and, if applicable, gifted/talented students (e.g., specific strategies, programs, services, and supports to be implemented). 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).
EPC.21	<p>Describe the school's approach to student discipline, behavior intervention, and classroom management. Highlight key policies, systems, and structure related to these areas, including:</p> <ol style="list-style-type: none"> Describe how the school will communicate its approach and related policies to students and families; Explain interventions and consequences the school will use as alternatives to exclusionary discipline; Explain how the school will protect the rights of students with exceptionalities in disciplinary actions; and proceedings; 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 The supervision plan for the alternate setting of suspended/expelled students. 	<ol style="list-style-type: none"> 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. The proposed school's discipline policies clearly outline the interventions and consequences that the school will use as an alternative to suspension or expulsion. 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. The applicant group has a plan for the ongoing review of student data to protect against disproportionate suspension or expulsion of students belonging to historically marginalized subgroups and provides clear steps that will be taken as corrective action should data suggest that subgroup disproportionality has occurred. The applicant group has a detailed plan for the alternate setting of suspended/expelled students.
EPC.22	<p>Appendix 5: Provide a draft School Model Master Plan (in accordance with RS 17:252)</p>	<ol style="list-style-type: none"> The applicant group describes the plan for positive behavior support, safe school planning, parental and community

		involvement, inter-agency cooperation, student records, FINS, and statement of compliance in their School Model Master Plan.
EPC.23	How will the school engage parents/guardians and the community once it's open, including: <ul style="list-style-type: none"> a. How the school will build strong family-school partnerships to engage parents/guardians throughout the life of the charter; and b. Formalized mechanisms to ensure parents/guardians and the community are involved in decision making and have opportunities to provide regular feedback to the school leader and charter board. 	<ol style="list-style-type: none"> 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 that reflect a clear attempt to ensure equity of access for all families by ensuring that opportunities for engagement vary (e.g., by time, type, and response options). 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 about decisions and solicit feedback about the school.
	Appendix 6: Provide a draft Grievance Policy.	<ol style="list-style-type: none"> 1. The applicant group outlines a clear procedure by which families, students, and community stakeholders may share concerns and submit grievances.
EPC.24	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 for each of the first five years of operation taking into consideration the proposed student population, including: <ul style="list-style-type: none"> a. How the proposed school will establish baseline data; and b. Plan to establish student performance goals. 	<ol style="list-style-type: none"> 1. The applicant group provides a list and description of the charter school's measurable academic goals for each year of the first five years of operation and how they are aligned to LEAP 2025, ACT*, and graduation rate*. 2. 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 of academic performance standards of the Charter School Performance Compact. 3. The applicant group has a reasonable plan for establishing baseline data for all core content areas in grades 3-12, as applicable, for the student population that they propose to serve. 4. The applicant group provides a logical plan to establish student performance goals that rely on diagnostic data that uses the same metrics as the performance goals themselves. 5. The applicant group has a plan to establish performance goals for all student achievement data considered in calculating schools' performance scores.

		6. If the applicant group additionally names goals related to their specialized focus, the goals are measurable, ambitious, and feasible (if applicable). *ACT and Graduation Rate = High School Applicants only
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Organizational Plan and Capacity: Staffing

Question #	Question	Evaluation Standard
OPC.25	Appendix 7: 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.	<ol style="list-style-type: none"> 1. The organizational chart includes all essential responsibilities and positions (academic, operational, and financial) necessary to implement the proposed school’s plans. 2. The organizational chart clearly denotes the reporting structures between the CEO (if applicable), school leaders, the charter board, and all staff. 3. The organizational chart clearly outlines the relationship between the Education Services Provides (ESP) and the charter board (if applicable).
OPC.26	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"> 1. The applicant group provides a thorough explanation of the reporting structure and a rationale demonstrating that the proposed lines of accountability and reporting support the school model.
OPC.27	Describe plans to recruit and retain a diversified school leadership and staff. <ol style="list-style-type: none"> a. If virtual, please see the addendum for additional questions. 	<ol style="list-style-type: none"> 1. The applicant group proposes a staff recruitment plan that is logical, feasible, and likely to result in the hiring of a diverse staff.

Organizational Plan and Capacity: School Leadership Team Capacity

Question #	Question	Evaluation Standard
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All responses in this section 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. For new operators, a school leader must be identified. If other senior leadership roles have not yet been filled, provide a copy of the job description outlining the role and required experience.

<p>OPC. 28</p>	<p>Appendix 8: Provide the resume for every member of the proposed school leadership team. Provide a table for each member that includes their name, proposed role, expertise, and bullet-point rationale.</p>	<ol style="list-style-type: none"> 1. The identified school leader demonstrates the capacity to lead the school and improve student outcomes. 2. If identified, 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. If not identified, the provided job descriptions require experience in a role that holds a high level of responsibility and accountability for the operations and/or finances for a given organization.
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Organizational Plan and Capacity: Professional Development

Question #	Question	Evaluation Standard
<p>OPC.29</p>	<p>Describe the manner in which teachers, leaders, and other school employees will be supported through coaching and feedback systems, including how they will be evaluated.</p>	<ol style="list-style-type: none"> 1. The applicant group provides a process by which teachers will receive differentiated coaching and feedback. 2. The applicant groups describe their teacher evaluation process.

Organizational Plan and Capacity: Charter Board Governance

Question #	Question	Evaluation Standard
<p>OPC.30</p>	<p>Provide the board member roster including each person’s role, a brief description of major responsibilities, and their expertise area (academics, finances, legal issues, management and operations, and/or community relations).</p>	<ol style="list-style-type: none"> 1. The applicant describes how each board member’s described role on the board matches their professional skill set. 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/or community relations. 3. [Applicable to Type 2 Charter Applicants] The board is comprised of at least five board members. 4. [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.31</p>	<p>Appendix 9: Provide the resume for every member of the charter board.</p>	<ol style="list-style-type: none"> 1. The applicant provides a resume for every member, as well as provides justification for each person’s membership on the board.

<p>OPC.32</p>	<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, in accordance with the Louisiana Board of Ethics' Ethics Code. If partnering with an ESP, specify how the board will identify any perceived conflicts of interest between the board and the proposed ESP or affiliated business entity and the steps that the board will take to mitigate the perceived conflict. Disclose and explain any existing or perceived conflicts of interest between the board and the proposed ESP or affiliated business entity.</p>	<ol style="list-style-type: none"> 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. 2. The applicant communicates how the board uses a logical process by which they identify any actual or perceived conflicts of interest and the steps that the board will take to ensure that all potential conflicts of interest are avoided. 3. 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.
<p>OPC.33</p>	<p>Describe the process to effectively demonstrate that board members understand that a charter board is a governing board. Name the safeguards that will be in place to prevent the charter board from being too involved in the day-to-day management operations. 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.</p>	<ol style="list-style-type: none"> 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. 2. The applicant group's response demonstrates a clear understanding of the roles and responsibilities of the charter board about governance of the school and supervision of the school leader, CEO, or Educational Services Provider (ESP) (as applicable). 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.34</p>	<p>List and provide a detailed description of the charter school's measurable organizational and financial goals for each of the first five years of operation.</p>	<ol style="list-style-type: none"> 1. The applicant group provides a detailed list and description of the charter school's measurable organizational and financial goals for each of the first five years of operation. 2. The applicant group provides organizational and financial goals that are specific, reasonable, ambitious yet attainable, and aligned to, at a minimum, the expectations outlined in the Charter School Performance Compact.
<p>OPC.35</p>	<p>Explain how the board will monitor the academic,</p>	<ol style="list-style-type: none"> 1. The board has a logical and feasible plan by which they will

	organizational and financial goals stated within the application, including actions that will be employed if the school is trending toward not meeting goals.	monitor the proposed school’s progress toward academic, organizational, and financial goals stated in the application and outline the actions that will be taken if the school is not on track to meet academic goals, organizational goals, and/or financial goals.
OPC.36	Provide an explanation of how the board will evaluate the school leader/CEO, monitor progress toward renewal standards, and actions that will be employed if the school is trending towards not meeting renewal standards, including: <ul style="list-style-type: none"> a. The information the board will collect; b. The specific measures and metrics to be used; and c. The timeline and frequency of evaluation. 	<ol style="list-style-type: none"> 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. 2. The applicant group articulates a specific set of standards that the school leader must satisfy 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. 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. 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. 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.
OPC.37	Describe the existing or proposed policies and procedures that the school and board will use for financial planning, accounting, purchasing, and payroll. Explain how these plans will sustain the financial health of the organization and ensure legal compliance with any requirements (including audits) and restrictions for the use of public funds, including: <ul style="list-style-type: none"> a. Identify how the board will monitor the 	<ol style="list-style-type: none"> 1. The applicant group provides a comprehensive description of the policies and procedures that will be used for financial planning, accounting, purchasing, and payroll. 2. The policies and procedures described are aligned with 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. 3. The personnel and or positions directly responsible for

	<p>school’s financial position; and</p> <p>b. Describe what financial controls the organization will have in place at the central and school level to ensure longterm financial viability.</p>	<p>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 who 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>
OPC.38	Describe the plan for the training and development of new members and continuing members.	<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 a logical new member onboarding plan that ensures that all new members are familiar with board bylaws and requirements.</p>
OPC.39	Specify 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.	<p>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.</p>
OPC.40	Appendix 10: Provide a draft of the proposed charter board’s governing bylaws.	<p>1. Preliminary review of the draft bylaws reflects key requirements such as meeting frequency, officers, committees, and number of board members.</p>

Financial Plan and Capacity: Operations

Question #	Question	Evaluation Standard
FPC.41	Describe how the school will manage its non-academic services once it opens and who will be	<p>1. The applicant group has a logical and feasible plan for managing non-academic services upon opening and has</p>

	responsible for overseeing which operational aspects of the school, including transportation, food services, facilities, purchasing processes, student records and school safety. State specifically how transportation will be designed to meet the needs of the special population subgroup (economically disadvantaged students and students with disabilities). You may use a table if applicable.	<p>identified the position(s) responsible for oversight of key operational aspects of the school.</p> <ol style="list-style-type: none"> The applicant group has a detailed transportation plan that is designed to meet the needs of their special population subgroup.
FPC.42	<p>Describe the strategy to recruit and enroll the intended student population in accordance with Bulletin 126 §2705, including:</p> <ol style="list-style-type: none"> Process, timeline, and requirements for parents and students to apply; Identification of potential barriers to access to the school and explain how the school mitigate the barriers; Methods by which the school will guarantee the equity of access for all students; Description of the admission policy for the school, including any preferences; and Explanation of lottery procedures (if applicable). 	<ol style="list-style-type: none"> 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. 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 mitigates identified barriers. The applicant group details methods by which the proposed school will guarantee equity of access for all proposed students. The applicant group describes the admission policy for the proposed school, including any preferences. The enrollment process identifies the individual or entity who will conduct the lottery if 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. [Applicable to schools with a specialized focus and admissions requirements] Admissions requirements are aligned with the specialized focus of the school. [Applicable to schools with admissions requirements] Admissions requirements comply with R.S.17:3991(B)(3).1.
FPC.43	Explain the plan for ensuring the school will specifically remain in compliance with the required economically	<ol style="list-style-type: none"> 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

	disadvantaged and special education percentages.	<p>the minimum percentages outlined in law and policy for the enrollment zone identified.</p> <ol style="list-style-type: none"> The applicant group outlines a plan for ensuring the school will remain in compliance with required economically disadvantaged and special education percentages.
FPC.44	<p>Describe the efforts to date to secure a facility for the school.</p> <ol style="list-style-type: none"> If the applicants have identified a facility, include: <ol style="list-style-type: none"> A description of the facility, including whether it is new construction, part of an existing public or private school building, or must be renovated for use; Acquired location of the school facility; How it meets the school’s needs, including unique features necessary to implement the school design and programming, the number of classrooms required each year, any additional spaces needed to support academic programming, and space requirements for administrative and operational functions; and A statement of the procedures to be followed and disposition of facilities and equipment should the charter be terminated or not renewed. If the applicants have not identified a facility, <ol style="list-style-type: none"> If the applicants have not identified 	<p>If the applicant group has identified a facility:</p> <ol style="list-style-type: none"> The applicant group provides a comprehensive description of the facility needed to implement the proposed academic program, including how it meets the school’s needs. The applicant group has identified a facility that will allow the school to serve the intended student population and community as outlined in the charter application. The applicant group provides a comprehensive description of the facility needed to implement the proposed academic program, including the desired or acquired location. 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 (associated costs, resources to allocate toward renovations, the availability of facilities in the targeted area suitable to house a public school) and outlines contingency plans should the applicant group fail to secure a facility in the timeline provided. The applicant group identifies the procedures to be followed and disposition of facilities and equipment should the charter cease. <p>If the applicant group has not yet identified a facility:</p> <ol style="list-style-type: none"> The applicant group describes 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 the

	<p>a facility, include:</p> <ul style="list-style-type: none"> i. The plans for securing a suitable facility and preparing it for use by the time the school would open (including assurance that it meets specifications); ii. Any contingency planning, including the associated costs; iii. Desired or acquired location of the school facility; iv. Unique features necessary to implement the school design and programming; v. The number of classrooms required each year; vi. Any additional spaces needed to support academic programming; vii. Space requirements for administrative and operational functions; and viii. A statement of the procedures to be followed and disposition of facilities and equipment should the charter be terminated or not renewed <p>c. If virtual, please see the addendum for additional questions.</p>	<p>charter application.</p> <ul style="list-style-type: none"> 2. The applicant group provides a description by which a facility will be identified and prepared for use as a public school (timeline, associated costs, resources to allocate toward renovations, the availability of facilities in the targeted area suitable to house a public school) and outline contingency plans should the applicant group fail to secure a facility in the timeline provided. 3. The applicant group provides a comprehensive description of the facility needed to implement the proposed academic program, including the desired or acquired location and how it meets the school’s needs. 4. The applicant group identifies the procedures to be followed and disposition of facilities and equipment should the charter cease.
FPC.45	<p><i>Provide a detailed explanation for all revenue sources outside of state and federal funds such as philanthropy, student fees, grants, etc., and specify what is committed or anticipated revenue. Provide evidence of anticipated fundraising contributions, if claimed in the application, as Appendix 11.</i></p>	<ul style="list-style-type: none"> 1. Projections are based on accurate, conservative, and legally compliant assumptions. 2. No essential services are funded at amounts that would preclude the applicant group from implementing their plan. 3. There is no evidence that the school will become insolvent or lack access to the necessary amount of liquidity. 4. [If applicable] There are no material findings in the non-profit organization’s most recent audited financial statements. 5. Assumptions about facilities in all financial statements

		<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.46	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.
FCP.47	<i>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 Appendix 12.</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.48	Explain the process the school will use to develop its annual budget including: <ul style="list-style-type: none"> a. Who will be involved; and b. How needs will be identified and weighed. c. For virtual, include the process for recruiting and hiring virtual staff and serving students who require in-person intervention and related services. 	<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. For virtual applicants, there is a detailed plan explaining the process for recruiting and hiring staff needed for in-person and related services, including how it will be funded.</p>
FPC.49	Appendix 13: <i>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>	1. The applicant group provides a description of the types of insurance to be procured and coverage amounts.

High School Addendum (If Applicable)		
Question #	Question	Evaluation Standard

HSA.1	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 with the proposed school model and mission and how they will benefit the intended student population.	<ol style="list-style-type: none"> [If applicable] 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><i>*Non-Essential = Coursework NOT required to meet graduation requirements</i></p>
HSA.2	<p>What diploma pathways, Jump Start 2.0 pathways, IB, and Cambridge Courses will the proposed school offer? Additionally:</p> <ol style="list-style-type: none"> Describe the plan to ensure that all students can meet the requirements of the given college preparatory program in four years or less (five for Transitional 9th-grade students); Describe the reasoning for choosing the college preparatory program or curricula for your proposed school, including 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; Provide a description of the process by which students will select their desired diploma pathway; What supports will be offered to students in their selection process; and Methods by which the school will guarantee equity of access for all students. 	<ol style="list-style-type: none"> The applicant group identifies the diploma and Jump Start 2.0 pathways and IB and Cambridge Courses that will be offered to students. 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 9th-grade students). The applicant group provides a rationale for choosing the specific Jumpstart 2.0 pathway(s) that will be offered to students at the proposed school. Responses should consider factors such as 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. The applicant group provides a clear description of the process by which students will select their desired pathway. The applicant group describes the supports that will be offered to students during the selection process. The applicant group explains the methods by which the proposed school will guarantee equity of access for all students.
HSA.3	Appendix 14: Provide an outline of course offerings by diploma type(s) offered at the proposed school	<ol style="list-style-type: none"> The applicant group’s outline of course offerings ensures that all students can meet the graduation requirements of their

	<i>by grade level for the first five years of operation.</i>	chosen pathway in four years or less (five for Transitional 9th-grade students).
HSA.4	Identify the Advanced Placement course offerings, Dual Enrollment, ACT preparation and Career and Technical Education courses you will offer to students, as well as a rationale for choosing these programs/curricula.	1. The applicant group identifies the Advanced Placement Course Offerings, Dual Enrollment, ACT preparation, and Career and Technical Education Courses that will be offered to students for the first five years of operation, as well as provide a rationale for each one identified.
HSA.5	Appendix 15: <i>Using a table, identify by grade level and first five years of operation, Advanced Placement course offerings, Dual Enrollment, ACT preparation, and Career and Technical Education courses you will offer to students.</i>	1. The applicant group provides a table to identify by grade level and first five years of operation, Advanced Placement course offerings, Dual Enrollment, ACT preparation, and Career and Technical Education courses you will offer to students.
HSA.6	What Industry-Based Certificate assessments will be offered to students on a Jump Start 2.0 pathway and provide a rationale for these selections. Additionally: <ol style="list-style-type: none"> Describe the reasoning for those selections; How those selections will result in career opportunities for the proposed student population; The use of community resources (if applicable); and How the budget will support the additional trainings and/or certifications needed. 	<ol style="list-style-type: none"> The applicant group identifies which Industry-Based Certificate (IBC) assessments will be offered to students on a Jump Start 2.0 pathway. 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. The applicant group explains how they will use community resources to assist with their specific Jumpstart 2.0 pathway(s). The applicant group explains how their annual budget will support the additional trainings and/or certifications needed.
HSA.7	Appendix 16: <i>List the Industry-Based Credentials students will have the opportunity to earn aligned to the CTE course offerings.</i>	1. The applicant group identifies which Industry-Based Certificate (IBC) assessments will be offered to students on a Jump Start 2.0 pathway.
HSA.8	Explain what systems and structures the school will implement for students at risk of dropping out.	1. 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.
Corporate Partnerships Addendum (If Applicable)		
Question #	Question	Evaluation Standard
CPA.1	For all applicants proposing a corporate partnership, the following must be completed. The page limit for the Corporate Partnerships Addendum is 3 pages (excluding appendices). <i>Appendix 17: Provide a draft copy of the MOU/Contract.</i>	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, based on a preliminary review.
Educational Service Provider Addendum (If Applicable)		
Question #	Question	Evaluation Standard
ESPA.1	Provide rationale for consideration of an ESP not already partnered with the non-profit organization, including: a. List of all companies/organizations considered; b. Evaluation of all companies/organizations considered; c. Rationale for selected provider; and d. Provide evidence of the service provider's success in serving the intended student population, including demonstrated academic achievement, fiscal responsibility, and organizational effectiveness.	1. The applicant group identifies which companies/organizations were considered a potential ESP. 2. The applicant group explains how each considered ESP was evaluated and the results of each evaluation. 3. The applicant group provides a clear rationale that explains why the applicant group chooses to partner with an ESP. 4. The applicant group provides evidence of the ESP's success in serving the school's intended population, including evidence that demonstrates academic achievement, fiscal responsibility, and organizational effectiveness.
ESPA.2	Clearly specify the decisions and services the organization or provider will be responsible for.	1. The applicant group provides a clear and comprehensive list of decisions made and services rendered in the course of operating a Louisiana charter school in one calendar year and indicates the decisions or services for which the ESP is responsible.
ESPA.3	Provide a detailed plan outlining the mechanisms by which the charter board will oversee and hold the ESP accountable to the agreed upon terms.	1. The applicant group provides a detailed oversight plan, outlining the mechanisms by which the charter board will hold the ESP accountable to the agreed-upon terms.

	<p>Explain the conditions under which the contractual relationship may be terminated.</p>	<ol style="list-style-type: none"> 2. The oversight plan indicates that the charter board will evaluate the degree to which the ESP has met contractual obligations on, at minimum, an annual basis. 3. The oversight plan includes a clear description of the conditions under which the charter board may terminate the contractual relationship.
<p>ESPA.4</p>	<p>Describe the ESP (if applicable) history including:</p> <ol style="list-style-type: none"> a. List any current or past litigation, including arbitration proceedings, that has involved the organization. b. Discuss the outcomes and/or any demands identified as part of the arbitration or litigation. c. Cite any instances in which the organization’s schools have had their contract terminated, voluntarily closed, or have not been renewed by their authorizer. d. Describe all instances in which the ESP has exited a contract or partnership with a school, including instances where a school has terminated its agreement with the ESP. e. 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). f. Describe the circumstances surrounding these incidents. <p>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.</p>	<ol style="list-style-type: none"> 1. [If applicable] The applicant group identifies any current or past litigation that has involved the organization and discusses the outcomes or demands of each identified. 2. [If applicable] The applicant group cites instances in which the organization’s schools have had their contract terminated, voluntarily closed, or have not been renewed by their authorizer and explains the circumstances surrounding the identified instances. 3. [If applicable] The applicant group identifies instances in which the ESP has exited a contract or partnership with a school and explains the circumstances surrounding the identified instances. 4. [If applicable] The applicant group identifies non-openings that the organization has experienced and explains the circumstances surrounding the identified instances. 5. [If applicable] The applicant group provides verifiable evidence that all issues listed have been successfully rectified at the time that the charter application was submitted.

ESPA.5	Appendix 18: 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.	<ol style="list-style-type: none"> 1. There are no material findings in the ESP's most recent audited financial statements.
ESPA.6	Appendix 19: Draft ESP MOU or Contract.	<ol style="list-style-type: none"> 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.
Virtual Operator Addendum (If Applicable)		
Question #	Question	Evaluation Standard
VOA.1	Identify the Learning Management System that will be used.	<ol style="list-style-type: none"> 1. The applicant group identifies the Learning Management System to be used and outlines the decision-making process employed to select the identified system.
VOA.2	<p>Provide a detailed plan that includes the following:</p> <ol style="list-style-type: none"> a. A plan to acquire and disseminate technology to students; b. A plan to ensure internet safety and filtering practices; c. A plan to ensure that the loss of instructional time will be minimized in the event of unforeseen technical difficulties; d. A plan to provide training and technical support on the LMS to families, and students; e. A staff/teacher acceptable use policy for technology that complies with R.S. 17:3996(21); and f. A school electronic communication policy that complies with the federal Child Internet Protection Act and R.S. 17:100.7, including information on school Internet safety and filtering practices and policies. 	<ol style="list-style-type: none"> 1. The applicant group has a clear and feasible plan to acquire and disseminate technology to students to ensure that each student has the technology necessary to participate virtually. 2. The applicant group outlines the steps that will be taken to ensure that students are protected from unsafe and/or inappropriate content. 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 (e.g., no access to internet, computer is lost/stolen/broken, cell phones and tablets are lost/stolen/broken, etc.). 4. The applicant group provides a training and technical support plan that will teach students and families to use the LMS. 5. The applicant group provides the technology policy for staff/teacher that complies with R.S. 17:3996(21). 6. The applicant group details the school's electronic communication policy that complies with the federal Child Internet Protection Act and R.S. 17:100.7, including information on school Internet safety and filtering practices and policies.

VOA.3	<p>Describe the process of how the proposed school will ensure the following, given the various locations of families:</p> <ol style="list-style-type: none"> a. How training and support would consistently be provided; b. A plan for providing orientations to enrolled students, their parents, and their instructional coaches on the course delivery model prior to the beginning of the class; c. A plan outlining the nature, frequency, and location of all required and optional in-person meetings and interactions between parents and school faculty, including but not limited to parent/teacher conferences, open houses, and school community meetings; and d. A plan for complying with Title 28, Chapter 11, §1119, Health Screening as part of enrollment and the ongoing functioning of the school. 	<ol style="list-style-type: none"> 1. The applicant group explains how ongoing training and support would be provided to families given their various locations. 2. The applicant group provides the plan for hosting orientation sessions to enrolled students, their parents, and their instructional coaches on the course delivery model before the beginning of the class. 3. The applicant group describes the plan outlining the nature, frequency, and location of all required and optional in-person meetings and interactions between parents and school faculty, including but not limited to parent/teacher conferences, open houses, and school community meetings. 4. The applicant group provides the plan for health screeners.
VOA.4	<p>Explain the process to track and monitor attendance in a virtual setting, including systems and practices set forth to monitor student engagement, daily attendance, and truancy.</p>	<ol style="list-style-type: none"> 1. The applicant group outlines the clear process to document and monitor student attendance and engagement with the LMS.
VOA.5	<p>Explain the plan for administering state assessments that meets the requirements in Bulletin 118 §317.</p>	<ol style="list-style-type: none"> 1. The applicant group presents a logical and feasible plan for administering state assessments for students enrolled in a virtual learning environment that aligns with Louisiana policy.
VOA.6	<p>Describe plans to recruit, retain, and train a diversified school leadership and staff to serve within a virtual setting, including:</p> <ol style="list-style-type: none"> a. The process and timeline to recruit and hire a diversified staff, including how the statewide staffing model will impact hiring (if applicable); 	<ol style="list-style-type: none"> 1. The applicant group proposes a plan that is logical and feasible to recruit, retain, and train a diversified school leadership and staff to serve within a virtual setting. 2. The applicant group outlines specific strategies for recruiting EL-certified, special education, and other high-need teacher specialties as required by the proposed model and staffing plan.

	<ul style="list-style-type: none"> b. Specific strategies for recruiting and training EL-certified, special education and related services, and other highneed teacher specialties; c. A process on how the school will service those students requiring related services; d. A plan for providing professional development appropriate to the delivery method used and the acceptable use and electronic communication policies; and e. A plan for providing adequate, timely, and appropriate technical support to students, teachers, facilitators, and instructional coaches. 	<ul style="list-style-type: none"> 3. The applicant group describes the process of how the proposed school will service students requiring related services. 4. The applicant group provides the plan for providing professional development to staff including its delivery method used that is appropriate to the acceptable use and electronic communication policies. 5. The applicant group provides a training and technical support plan for students, teachers, facilitators, and instructional coaches.
VOA.7	<p>Describe the efforts to date to secure a facility for the school to serve “struggling students” that require in-person instruction, including:</p> <ul style="list-style-type: none"> a. If the applicants have identified a facility, provide a description of the facility and how it meets the school’s needs including its location, whether it is new construction, part of an existing public or private school building, or must be renovated for use; or 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 assurance that it meets specifications). Also, explain any contingency planning including the associated costs; c. A statement of the procedures to be followed and disposition of facilities and equipment should the charter be terminated or not renewed; and 	<p>If the applicant group has identified a facility:</p> <ul style="list-style-type: none"> 1. The applicant group has identified a facility that will allow the school to serve the intended student population and community as outlined in the charter application. 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 (associated costs, resources to allocate toward renovations, the availability of facilities in the targeted area suitable to house a public school) and outlines contingency plans should the applicant group fail to secure a facility in the timeline provided. 3. The applicant group outlines any potential barriers to fully securing the identified facility and outlines a contingency plan should the facility fall through. 4. The applicant group identifies the procedures to be followed and disposition of facilities and equipment should the charter cease. 5. The applicant group has a clear and feasible plan to offer at least 20% of in-person instruction to struggling students.

	d. A plan to provide at least 20% of instruction to struggling students in-person.	<p>If the applicant group has not yet identified a facility:</p> <ol style="list-style-type: none"> 1. The applicant group describes 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 the charter application. 2. The applicant group provides a description by which a facility will be identified and prepared for use as a public school (timeline, associated costs, resources to allocate toward renovations, the availability of facilities in the targeted area suitable to house a public school) and outlines contingency plans should the applicant group fail to secure a facility in the timeline provided. 3. The applicant group identifies the procedures to be followed and disposition of facilities and equipment should the charter cease. 4. The applicant group has a clear and feasible plan to offer at least 20% of in-person instruction to struggling students.
VOA.8	Describe how the school will meet the transportation needs of its students requiring in-person instruction.	<ol style="list-style-type: none"> 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.
VOA.9	Provide a summary of data protection and recovery procedures in the event of a catastrophic system failure.	<ol style="list-style-type: none"> 1. The applicant group outlines logical and feasible procedures to protect and recover data in the event of a catastrophic system failure.

Experienced Operator Rubric

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 provides the foundation for the entire proposal. The mission and vision statement, taken together, should:</p> <ol style="list-style-type: none"> Identify the students and community to be served; Illustrate what success will look like; and Align with the purposes of the state charter school law (Louisiana R.S. 17:3972). 	<ol style="list-style-type: none"> The school’s mission is outlined in a clear statement that defines the fundamental purpose of this school and why it should exist in alignment with state charter school law (Louisiana R.S. 17:3972). 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 to be successful.
ES.2	<p>Anticipated Student Population and Educational Need. Describe the anticipated student population the school seeks to serve. Provide rationale for seeking to serve this population.</p>	<ol style="list-style-type: none"> The applicant group describes the anticipated student population the school seeks to serve (e.g., demographics, educational needs). The applicant group demonstrates the proposed population is representative of the demographics of the location.
ES.3	<p>Education Plan. Provide an overview of the education program of the proposed school, including major instructional methods. Summarize what the proposed school would do more effectively than the schools that are now serving the targeted population. If virtual, please see the addendum for additional questions.</p>	<ol style="list-style-type: none"> The applicant group provides a concise overview of the proposed educational program. The applicant group highlights the key aspects of the program that will lead to greater student success than the current educational option(s). The applicant group provides a rationale for seeking to serve the identified student population.
ES.4	<p>Impact. Explain how the proposed program will positively impact student outcomes.</p>	<ol style="list-style-type: none"> The applicant group describes how their proposed program will positively impact student outcomes.

ES.5	Applicant groups that have submitted charter applications to the Louisiana Department of Education 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.	<ol style="list-style-type: none"> 1. The applicant group demonstrates the ability to continually improve between application cycles by identifying key deficiencies in the prior application(s) and explaining how they were improved upon. 2. A summary of revisions from previous submissions is provided.
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Educational Program and Capacity: School Establishment

Question #	Question	Evaluation Standard
EPC.6	Provide a narrative analysis of the community you seek to serve in the proposed school including: <ol style="list-style-type: none"> a. A description of the community the school will locate, including proposed physical address (if known), and parish; b. The applicant’s rationale for selecting the community; c. Performance of local schools in the community that serve a similar student population; 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; e. Explanations of any partnerships or contractual relationships central to the school’s operations or mission; and f. Based on your outreach, research, and understanding of the community and students you seek to serve, what are the main challenges to the success of the 	<ol style="list-style-type: none"> 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 community based on community demographics and educational need. 3. The applicant group provides evidence that the proposed school will be able to more effectively serve the community than the options that currently exist. 4. Using evidence, the applicant group clearly articulates the main challenges to student success in the community in which the school seeks to locate. 5. The applicant groups clearly explain any partnerships or contractual relationships regarding the proposed school’s operations or mission. 6. The applicant group provides at least one way the school will address each of the identified challenges to student success.

	students in the community you seek to serve? What does your proposed school intend to do to address these challenges?	
EPC.7	<p>Provide an overview of the student population you anticipate serving based on the local demographics in the proposed school, which includes:</p> <ol style="list-style-type: none"> a. Racial and socioeconomic demographics; b. Percentage of special education students; c. Percentage of English Learners; and d. Percentage of homeless students. 	<ol style="list-style-type: none"> 1. The applicant group provides an overview of the proposed student population, including the anticipated racial and socioeconomic demographics, percentage of special education students, percentage of English Learners, and percentage of homeless students.
EPC.8	<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"> a. Description of the stakeholders engaged; b. Strategies used to solicit community input regarding the educational and programmatic needs of students and the plan to meet those needs; c. The method and nature of feedback received from community stakeholders and the process for incorporating that feedback into the submitted application; and d. The extent to which, if at all, the proposal incorporates community input regarding the educational and programmatic needs of students. 	<ol style="list-style-type: none"> 1. The applicant group provides evidence that a range of stakeholders were engaged in the charter application development process. 2. The applicant group provides specific information regarding the strategies 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.

	<p>Appendix 1: Provide a description of support for the proposed school from community stakeholders, including a candid analysis of the depth of support and opposition to the school. Submit documents that provide evidence of community support (e.g. letters of support from community stakeholders, emails with evidence of support, engagement sign-in sheets, 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.</p>	<ol style="list-style-type: none"> 1. The applicant group provides evidence that a range of stakeholders were engaged in the charter application development process. 2. The applicant group provides specific information regarding the strategies 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.
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Educational Program and Capacity: Academic Plan

Question #	Question	Evaluation Standard
EPC.9	<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"> a. The key design elements that reflect the school’s mission and vision; and 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. 	<ol style="list-style-type: none"> 1. The applicant group includes a clear and concise overview of the proposed school model, including descriptions of the key design elements that align with the academic plan and the proposed school’s mission and vision. 2. The applicant group provides a clear rationale for the selection of the given school model and key design elements based on either: <ol style="list-style-type: none"> a. A track record of success with similar student populations (proven models) <p>OR</p> <ol style="list-style-type: none"> b. Evidence-based justification that the proposed model is likely to be successful (innovative, untested models).
EPC.10	<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 primary curricula your school will use,</p>	<ol style="list-style-type: none"> 1. The applicant group describes how the selected curricula align with state standards. 2. The applicant groups provide evidence of the selected curricula effectiveness in serving the targeted student population.

	<p>such as textbook selections and supporting materials by subject and/or grade level, including:</p> <ol style="list-style-type: none"> a. A description of how it aligns with state standards; and b. How it will meet the needs of the targeted student population? 	
EPC.11	Describe any co-curricular or extracurricular programs and how they will be funded and delivered.	<ol style="list-style-type: none"> 1. The applicant group provides a thorough description of all co-curricula or extracurricular programs the proposed school intends to offer and how they will be delivered. 2. The applicant group describes how the co-curricula or extracurricular programs will be funded.
EPC.12	Describe the basic learning environment, including class size and structure.	<ol style="list-style-type: none"> 1. The learning environment as described by the applicant group, is aligned with the academic plan and suitable to the instructional model of the proposed school.
EPC.13	<p>Provide a detailed hybrid learning plan that includes the following:</p> <ol style="list-style-type: none"> a. Circumstances under which this plan would be implemented; b. A plan to acquire and disseminate technology to students; c. A plan to track and monitor attendance in a virtual setting; d. Identification of the Learning Management System (LMS) to be employed; e. A plan to provide training and technical support on the LMS to staff, families, and students; and f. A plan to communicate with staff, families, and students virtually. 	<ol style="list-style-type: none"> 1. The applicant group provides a logical, feasible, and comprehensive plan to implement a hybrid learning model when necessary. 2. The conditions under which a hybrid model would be implemented are clearly defined along with the steps to be carried out and the timeline associated with pivoting from in-person instruction to a hybrid model. 3. The applicant group has a clear and feasible plan to acquire and disseminate technology to new and re-enrolling students that address the logistics and funding streams necessary to ensure that each student has the technology necessary to fully participate in the virtual program. 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. 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 the internet, a computer is lost/stolen/broken, cell phones and tablets are lost/stolen/broken, etc.). 6. The applicant group provides a training and technical support

		<p>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>
EPC.14	<p>Describe the primary 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"> a. Describe each assessment’s purpose, design, format, and rationale for its selection; b. Describe how the assessments align with state standards and curricula; c. Describe the alignment to LEAP 2025 and ACT (for high school applicants); d. Describe how the school will collect and analyze assessment results; e. Describe the alignment to special education assessments; f. 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 g. Explain how the school will communicate with parents/guardians and students about academic achievement and 	<ol style="list-style-type: none"> 1. The applicant group provides a clear description of each primary diagnostic, formative, and summative assessment the proposed school will use to evaluate student knowledge, including the purpose, design, and format of each. 2. The applicant group describes how the selected assessments align with state standards and curricula. 3. 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*. 4. The applicant group clearly articulates the process and frequency by which assessment data will be collected and analyzed. 5. The applicant group describes how the selected assessments align to special education assessments. 6. 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. 7. 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><i>*ACT alignment = High School Applicants Only.</i></p>

	progress.	
EPC.15	<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"> Explanation of performance deficiencies; Explanation of subgroup performance; Identification of which school performance scores do not meet the requirement for additional schools as outlined in Bulletin 126; and Strategies used to remedy performance deficiencies and subsequent progress. 	<ol style="list-style-type: none"> 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. 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 toward correcting similar performance deficiencies. If single-site currently: The 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. If CMO: All schools managed by the Charter Management Organization meet the academic expectations for operators according to BESE Bulletin 126. 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). 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.
EPC.16	Appendix 2: Provide a sample student schedule for a typical week.	<ol style="list-style-type: none"> The applicant group provides a detailed student schedule for a student 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

		<p>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"> 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).
EPC.17	<p>Appendix 3: Provide a sample student schedule for a typical week for a student that is an English Learner. 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:</p> <ol style="list-style-type: none"> a. Grade level of the EL student; b. Proficiency determination as defined by English Language Proficiency Test (Emerging or Progressing only); and c. Any other data or assumptions involved in creating the student schedule. 	<ol style="list-style-type: none"> 1. The sample student schedule includes the standards listed for EPC.14, and 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. 2. 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. 3. 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 the intended student population).
EPC.18	<p>Appendix 4: Provide a sample student schedule for a typical week for a student with exceptionalities. 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:</p> <ol style="list-style-type: none"> a. Grade level of the student with exceptionalities; b. Student’s primary exceptionality (may not 	<ol style="list-style-type: none"> 1. The sample student schedule includes the standards listed for EPC.14, and 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. 2. The applicant group provides evidence that the proposed student schedule allows for the intended student population to meet the total number of required instructional minutes as required by Louisiana law and policy. 3. The proposed student schedule provided aligns with the staffing and organizational plan submitted within the application (staffing plan and organizational plan include the

	<p><i>use Speech/Language Impairment or Gifted/Talented);</i></p> <p><i>c. The weekly services that the student receives, the number of minutes per service, and the setting in which each service is provided; and</i></p> <p><i>d. Any other data or assumptions involved in creating the student schedule.</i></p>	<p>staff/teachers to support the instruction of identified courses for the intended student population).</p>
EPC.19	<p>Discuss the school’s plans for identifying and successfully serving students with disabilities, English language learners, and students who are academically behind, in order to comply with applicable laws and regulations.</p>	<ol style="list-style-type: none"> 1. The proposed school’s plans as described by the applicant group is robust, comprehensive, and capable of being executed with the staffing and funding resources described in the charter application. 2. The plan is clearly articulated with regular checkpoints, key indicators, and evidence of success. 3. The applicant group outlines clear steps that will be taken as corrective action should data suggest that subgroup disproportionality and/or over-identification have occurred.
EPC.20	<p><i>*Only if planning to offer Gifted and Talented.</i></p> <p>Describe how your education program will identify and meet the needs of academically advanced students, including:</p> <ol style="list-style-type: none"> a. How the school will identify advanced and/or gifted and talented students; b. Strategies and programs the school will use within the general education classrooms and in other settings to accelerate learning; and c. Specific programs, services, and supports for academically advanced students. 	<ol style="list-style-type: none"> 1. The applicant group provides a logical and feasible plan to identify students who are academically gifted and, if applicable, gifted/talented students. 2. The applicant group provides a logical and feasible plan to serve students who are academically gifted and, if applicable, gifted/talented students (e.g., specific strategies, programs, services, and supports to be implemented). 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).
EPC.21	<p>Describe the school’s approach to student discipline, behavior intervention, and classroom management. Highlight key policies, systems, and structure related to these areas, including:</p> <ol style="list-style-type: none"> a. Describe how the school will communicate its approach and related policies to 	<ol style="list-style-type: none"> 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. 2. The proposed school’s discipline policies clearly outline the interventions and consequences that the school will use as an

	<p>students and families;</p> <p>b. Explain interventions and consequences the school will use as alternatives to exclusionary discipline;</p> <p>c. Explain how the school will protect the rights of students with exceptionalities in disciplinary actions; and proceedings;</p> <p>d. 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 subgroup; and</p> <p>e. The supervision plan for the alternate setting of suspended/expelled students.</p>	<p>alternative to suspension or expulsion.</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> <p>4. The applicant group has a plan for the ongoing review of student data to protect against disproportionate suspension or expulsion of students belonging to historically marginalized subgroups and provides clear steps that will be taken as corrective action should data suggest that subgroup disproportionality has occurred.</p> <p>5. The applicant group has a detailed plan for the alternate setting of suspended/expelled students.</p>
EPC.22	<p>Provide a draft School Model Master Plan (in accordance with RS 17:252)</p>	<p>1. The applicant group describes the plan for positive behavior support, safe school planning, parental and community involvement, inter-agency cooperation, student records, FINS, and statement of compliance in their School Model Master Plan.</p>
	<p>Appendix 5: Provide the school’s draft code of conduct, specifically highlighting the discipline policy.</p>	<p>1. 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> <p>2. 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.</p> <p>3. The applicant group demonstrates a thorough understanding of the rights of students with disabilities about disciplinary actions and hearings and articulates the specific safeguards that will be put in place to protect such students.</p> <p>4. 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</p>

		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.
EPC.23	How will the school engage parents/guardians and the community once it's open, including: <ul style="list-style-type: none"> a. How the school will build strong family-school partnerships to engage parents/guardians throughout the life of the charter; and b. Formalized mechanisms to ensure parents/guardians and the community are involved in decision making and have opportunities to provide regular feedback to the school leader and charter board. 	<ol style="list-style-type: none"> 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 that reflect a clear attempt to ensure equity of access for all families by ensuring that opportunities for engagement vary (e.g., by time, type, and response options). 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 about decisions and solicit feedback about the school.
	Appendix 6: Provide a draft Grievance Policy.	<ol style="list-style-type: none"> 1. The applicant group outlines a clear procedure by which families, students, and community stakeholders may share concerns and submit grievances.
EPC.24	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 for each of the first five years of operation taking into consideration the proposed student population, including: <ul style="list-style-type: none"> a. How the proposed school will establish baseline data; and b. Plan to establish student performance goals. 	<ol style="list-style-type: none"> 1. The applicant group provides a list and description of the charter school's measurable academic goals for each year of the first five years of operation and how they are aligned to LEAP 2025, ACT*, and graduation rate*. 2. 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 of academic performance standards of the Charter School Performance Compact. 3. The applicant group has a reasonable plan for establishing baseline data for all core content areas in grades 3-12, as applicable, for the student population that they propose to serve. 4. The applicant group provides a logical plan to establish student performance goals that rely on diagnostic data that uses the same metrics as the performance goals themselves. 5. The applicant group has a plan to establish performance goals for all student achievement data considered in calculating

		<p>schools' performance scores.</p> <p>6. If the applicant group additionally names goals related to their specialized focus, the goals are measurable, ambitious, and feasible (if applicable).</p> <p><i>*ACT and Graduation Rate = High School Applicants only</i></p>
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Organizational Plan and Capacity: Staffing

Question #	Question	Evaluation Standard
OPC.25	<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> <ul style="list-style-type: none"> a. Promotion and graduation policy; b. Instructional leadership roles; c. Teacher and school leader evaluation policies; d. Hiring processes (including qualifications and responsibilities for instructional and administrative staff); e. Food services; and f. Transportation. 	<ol style="list-style-type: none"> 1. The applicant group provides a comprehensive overview of any policies and practices to be changed including the rationale behind such changes. [as applicable] 2. 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] 3. 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]
OPC.26	<p>Describe the number of charter schools the non-profit organization is planning to apply for in Louisiana every year for at least the next five years. Include the communities, location in which</p>	<ol style="list-style-type: none"> 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 needs (if applicable).

	you plan to open those schools, the year in which each school will open, and identify the instructional model and grade band (for any additional application cycles, if applicable).	
OPC.27	How will the proposed school(s) in this application improve the organization's overall ability to serve students in Louisiana?	<ol style="list-style-type: none"> 1. The applicant group articulates clear reasoning on how their organization will be able to effectively serve Louisiana students.
OPC.28	<p>Describe the non-profit organization history, including:</p> <ol style="list-style-type: none"> a. List any current or past litigation, including arbitration proceedings, that has involved the organization; b. 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; and c. 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>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.</p>	<ol style="list-style-type: none"> 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. 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] 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] 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] 5. The applicant group must provide verifiable evidence that all issues listed have been successfully rectified at the time that the charter application is submitted. [as applicable] 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, 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.

Organizational Plan and Capacity: School Leadership Team Capacity		
Question #	Question	Evaluation Standard
OPC.29	How many new employees (teachers, operational and financial 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 non-profit organization level.	<ol style="list-style-type: none"> 1. The applicant group's recruitment plan outlines a reasonable timeline with key hiring milestones that the proposed school must meet to be fully staffed for each year of growth. 2. The applicant group has a thorough understanding of the organization's capacity to meet hiring demands of growth.
OPC.30	Provide a narrative explaining the organization's lines of reporting and accountability, the rationale of how this structure supports the proposed school model, continues to support existing schools, and the roles of any management or partner organizations.	<ol style="list-style-type: none"> 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.
OPC.31	Appendix 7: 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.	<ol style="list-style-type: none"> 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. 2. The organizational chart clearly denotes the reporting structures between the CEO (if applicable), school leaders, the charter board, and all staff. 3. The organizational chart clearly outlines the relationship between the Education Services Provides (ESP) and the charter board (if applicable).

Organizational Plan and Capacity: School Leadership Team Capacity		
Question #	Question	Evaluation Standard
All responses in this section 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. For new operators, a school leader must be identified. If other senior leadership roles have not yet been filled, provide a copy of the job description outlining the role and required experience.		
OPC.32	Appendix 8: Provide the resume for every member of the proposed school leadership team. Provide a table for each member that includes their name, proposed role, expertise, and bullet-point rationale.	<ol style="list-style-type: none"> 1. The identified school leader demonstrates the capacity to lead the school and improve student outcomes. 2. If identified, 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. If not identified, the provided job descriptions require experience in a role that holds a high level of responsibility and accountability for the operations and/or finances for a given organization.
Organizational Plan and Capacity: Professional Development		
Question #	Question	Evaluation Standard
OPC.33	Describe the manner in which teachers, leaders, and other school employees will be supported through coaching and feedback systems, including how they will be evaluated.	<ol style="list-style-type: none"> 1. The applicant group provides a process by which teachers will receive differentiated coaching and feedback. 2. The applicant groups describe their teacher evaluation process.
Organizational Plan and Capacity: Charter Board Governance		
Question #	Question	Evaluation Standard
OPC.34	Provide the board member roster including each person's role, a brief description of major responsibilities, and their expertise area (academics, finances, legal issues, management and operations, and/or community relations).	<ol style="list-style-type: none"> 1. The applicant describes how each board member's described role on the board matches their professional skill set. 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/or community relations. 3. [Applicable to Type 2 Charter Applicants] The board is comprised of at least five board members. 4. [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.

OPC.35	Appendix 9: Provide the resume for every member of the charter board.	1. The applicant provides a resume for every member, as well as justifies each person’s membership on the board.
OPC.36	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, in accordance with the Louisiana Board of Ethics' Ethics Code . If partnering with an ESP, specify how the board will identify any perceived conflicts of interest between the board and the proposed ESP or affiliated business entity and the steps that the board will take to mitigate the perceived conflict. Disclose and explain any existing or perceived conflicts of interest between the board and the proposed ESP or affiliated business entity.	<ol style="list-style-type: none"> 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. 2. The applicant communicates how the board uses a logical process by which they identify any actual or perceived conflicts of interest and the steps that the board will take to ensure that all potential conflicts of interest are avoided. 3. 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.
OPC.37	Describe the process to effectively demonstrate that board members understand that a charter board is a governing board. Name the safeguards that will be in place to prevent the charter board from being too involved in the day-to-day management operations. 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.	<ol style="list-style-type: none"> 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. 2. The applicant group’s response demonstrates a clear understanding of the roles and responsibilities of the charter board about governance of the school and supervision of the school leader, CEO, or Educational Services Provider (ESP) (as applicable). 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.
OPC.38	List and provide a detailed description of the charter school’s measurable organizational and financial goals for each of the first five years of operation.	<ol style="list-style-type: none"> 1. The applicant group provides a detailed list and description of the charter school’s measurable organizational and financial goals for each of the first five years of operation. 2. The applicant group provides organizational and financial goals that are specific, reasonable, ambitious yet attainable, and aligned to, at a minimum, the expectations outlined in

		the Charter School Performance Compact .
OPC.39	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 goals.	<ol style="list-style-type: none"> 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 the application and outline the actions that will be taken if the school is not on track to meet academic goals, organizational goals, and/or financial goals.
OPC.40	<p>Provide an explanation of how the board will evaluate the school leader/CEO, monitor progress toward renewal standards, and actions that will be employed if the school is trending towards not meeting renewal standards, including:</p> <ol style="list-style-type: none"> a. The information the board will collect; b. The specific measures and metrics to be used; and c. The timeline and frequency of evaluation. 	<ol style="list-style-type: none"> 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. 2. The applicant group articulates a specific set of standards that the school leader must satisfy 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. 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. 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. 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.
OPC.41	Describe the existing or proposed policies and procedures that the school and board will use for financial planning, accounting, purchasing, and payroll. Explain how these plans will sustain the financial health of the organization and ensure legal compliance with any requirements (including audits) and restrictions for the use of	<ol style="list-style-type: none"> 1. The applicant group provides a comprehensive description of the policies and procedures that will be used for financial planning, accounting, purchasing, and payroll. 2. The policies and procedures described are aligned with 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

	<p>public funds, including:</p> <ol style="list-style-type: none"> Identify how the board will monitor the school's financial position; and Describe what financial controls the organization will have in place at the central and school level to ensure longterm financial viability. 	<p>public funding.</p> <ol style="list-style-type: none"> 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 who will eventually be hired to oversee this process.</i> 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.
OPC.42	Specify 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"> 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.43	Appendix 10: Provide a draft of the proposed charter board's governing bylaws.	<ol style="list-style-type: none"> Preliminary review of the draft bylaws reflects key requirements such as meeting frequency, officers, committees, and number of board members.
Financial Plan and Capacity: Operations		
Question #	Question	Evaluation Standard
FPC.44	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. State specifically how transportation will be designed to meet the needs of the special population subgroup (economically disadvantaged students and students with disabilities). You may use a table if applicable.	<ol style="list-style-type: none"> The applicant group has a logical and feasible plan for managing non-academic services upon opening and has identified the position(s) responsible for oversight of key operational aspects of the school. The applicant group has a detailed transportation plan that is designed to meet the needs of their special population subgroup.

<p>FPC.45</p>	<p>Describe the strategy to recruit and enroll the intended student population in accordance with Bulletin 126 §2705, including:</p> <ol style="list-style-type: none"> a. Process, timeline, and requirements for parents and students to apply; b. Identification of potential barriers to access to the school and explain how the school mitigate the barriers; c. Methods by which the school will guarantee the equity of access for all students; d. Description of the admission policy for the school, including any preferences; and e. Explanation of lottery procedures (if applicable). 	<ol style="list-style-type: none"> 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. 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 mitigates identified barriers. 3. The applicant group details methods by which the proposed school will guarantee equity of access for all proposed students. 4. The applicant group describes the admission policy for the proposed school, including any preferences. 5. The enrollment process identifies the individual or entity who will conduct the lottery if 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. 6. [Applicable to schools with a specialized focus and admissions requirements] Admissions requirements are aligned with the specialized focus of the school. 7. [Applicable to schools with admissions requirements] Admissions requirements comply with R.S.17:3991(B)(3).1.
<p>FPC.46</p>	<p>Provide evidence demonstrating the organizations 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 specifically remain in compliance with the required economically disadvantaged and special education percentages</p>	<ol style="list-style-type: none"> 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 policy for the enrollment zone identified. 2. The applicant group outlines a plan for ensuring the school will remain in compliance with required economically disadvantaged and special education percentages.

<p>FPC.47</p>	<p>Describe the efforts to date to secure a facility for the school.</p> <ul style="list-style-type: none"> a. If the applicants have identified a facility, include: <ul style="list-style-type: none"> i. A description of the facility, including whether it is new construction, part of an existing public or private school building, or must be renovated for use; ii. Acquired location of the school facility; iii. How it meets the school’s needs, including unique features necessary to implement the school design and programming, the number of classrooms required each year, any additional spaces needed to support academic programming, and space requirements for administrative and operational functions; and iv. A statement of the procedures to be followed and disposition of facilities and equipment should the charter be terminated or not renewed. b. If the applicants have not identified a facility, include: <ul style="list-style-type: none"> i. The plans for securing a suitable facility and preparing it for use by the time the school would open (including assurance that it meets specifications); ii. Any contingency planning, including the associated costs; 	<p>If the applicant group has identified a facility:</p> <ol style="list-style-type: none"> 1. The applicant group provides a comprehensive description of the facility needed to implement the proposed academic program, including how it meets the school’s needs. 2. The applicant group has identified a facility that will allow the school to serve the intended student population and the community as outlined in the charter application. 3. The applicant group provides a comprehensive description of the facility needed to implement the proposed academic program, including the desired or acquired location. 4. 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 (associated costs, resources to allocate toward renovations, the availability of facilities in the targeted area suitable to house a public school) and outlines contingency plans should the applicant group fail to secure a facility in the timeline provided. 5. The applicant group identifies the procedures to be followed and disposition of facilities and equipment should the charter cease. <p>If the applicant group has not yet identified a facility:</p> <ol style="list-style-type: none"> 1. The applicant group describes 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 the charter application. 2. The applicant group provides a description by which a facility will be identified and prepared for use as a public school (timeline, associated costs, resources to allocate toward renovations, the availability of facilities in the targeted area suitable to house a public school) and outlines contingency plans should the applicant group fail to secure a facility in the timeline provided. 3. The applicant group provides a comprehensive description of the facility needed to implement the proposed academic
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	<ul style="list-style-type: none"> iii. Desired or acquired location of the school facility; iv. Unique features necessary to implement the school design and programming; v. The number of classrooms required each year; vi. Any additional spaces needed to support academic programming; vii. Space requirements for administrative and operational functions; and viii. A statement of the procedures to be followed and disposition of facilities and equipment should the charter be terminated or not renewed <p>c. If virtual, please see the addendum for additional questions.</p>	<p>program, including the desired or acquired location and how it meets the school’s needs.</p> <p>4. The applicant group identifies the procedures to be followed and disposition of facilities and equipment should the charter cease.</p>
FPC.48	<p><i>Provide a detailed explanation for all revenue sources outside of state and federal funds such as philanthropy, student fees, grants, etc., and specify what is committed or anticipated revenue. Provide evidence of anticipated fundraising contributions, if claimed in the application, as Appendix 11.</i></p>	<ol style="list-style-type: none"> 1. Projections are based on accurate, conservative, and legally compliant assumptions. 2. No essential services are funded at amounts that would preclude the applicant group from implementing their plan. 3. There is no evidence that the school will become insolvent or lack access to the necessary amount of liquidity. 4. [If applicable] There are no material findings in the non-profit organization’s most recent audited financial statements. 5. Assumptions about facilities in all financial statements correspond to a conservative facility plan and account for possible contingencies. 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.49	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.50	<i>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 Appendix 12.</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.51	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.	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. 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.
High School Addendum (If Applicable)		
Question #	Question	Evaluation Standard
HSA.1	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 with the proposed school model and mission and how they will benefit the intended student population.	1. [If applicable] 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. <i>*Non-Essential = Coursework NOT required to meet graduation requirements</i>
HSA.2	What diploma pathways, Jump Start 2.0 pathways, IB, and Cambridge Courses will the proposed school offer? Additionally: a. Describe the plan to ensure that all	1. The applicant group identifies the diploma and Jump Start 2.0 pathways and IB and Cambridge Courses that will be offered to students. 2. The applicant group demonstrates a clear understanding of

	<p>students can meet the requirements of the given college preparatory program in four years or less (five for Transitional 9th-grade students);</p> <p>b. Describe the reasoning for choosing the college preparatory program or curricula for your proposed school, including 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>c. Provide a description of the process by which students will select their desired diploma pathway;</p> <p>d. What supports will be offered to students in their selection process; and</p> <p>e. Methods by which the school will guarantee equity of access for all students.</p>	<p>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 9th-grade students).</p> <p>3. The applicant group provides a rationale for choosing the specific Jumpstart 2.0 pathway(s) that will be offered to students at the proposed school. Responses should consider factors such as 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>4. The applicant group provides a clear description of the process by which students will select their desired pathway.</p> <p>5. The applicant group describes the supports that will be offered to students during the selection process.</p> <p>6. The applicant group explains the methods by which the proposed school will guarantee equity of access for all students.</p>
HSA.3	Appendix 13: Provide an outline of course offerings by diploma type(s) offered at the proposed school by grade level for the first five years of operation.	<p>1. The applicant group’s outline of course offerings ensures that all students can meet the graduation requirements of their chosen pathway in four years or less (five for Transitional 9th-grade students).</p>
HSA.4	Identify the Advanced Placement course offerings, Dual Enrollment, ACT preparation and Career and Technical Education courses you will offer to students, as well as a rationale for choosing these programs/curricula.	<p>1. The applicant group identifies the Advanced Placement Course Offerings, Dual Enrollment, ACT preparation and Career and Technical Education Courses that will be offered to students for the first five years of operation, as well as provides a rationale for each one identified.</p>
HSA.5	Appendix 14: Using a table, identify by grade level and first five years of operation, Advanced Placement course offerings, Dual Enrollment, ACT preparation, and Career and Technical Education courses you will	<p>1. The applicant group provides a table to identify by grade level and first five years of operation, Advanced Placement course offerings, Dual Enrollment, ACT preparation, and Career and Technical Education courses you will offer to students.</p>

	<i>offer to students.</i>	
HSA.6	<p>What Industry-Based Certificate assessments will be offered to students on a Jump Start 2.0 pathway and provide a rationale for these selections. Additionally:</p> <ol style="list-style-type: none"> Describe the reasoning for those selections; How those selections will result in career opportunities for the proposed student population; The use of community resources (if applicable); and How the budget will support the additional trainings and/or certifications needed. 	<ol style="list-style-type: none"> The applicant group identifies which Industry-Based Certificate (IBC) assessments will be offered to students on a Jump Start 2.0 pathway. 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. The applicant group explains how they will use community resources to assist with their specific Jumpstart 2.0 pathway(s). The applicant group explains how their annual budget will support the additional trainings and/or certifications needed.
HSA.7	Appendix 15: <i>List the Industry-Based Credentials students will have the opportunity to earn aligned to the CTE course offerings.</i>	<ol style="list-style-type: none"> The applicant group identifies which Industry-Based Certificate (IBC) assessments will be offered to students on a Jump Start 2.0 pathway.
HSA.8	Explain what systems and structures the school will implement for students at risk of dropping out.	<ol style="list-style-type: none"> 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.
Corporate Partnerships Addendum (If Applicable)		
Question #	Question	Evaluation Standard
CPA. 1	<p>For all applicants proposing a corporate partnership, the following must be completed. The page limit for the Corporate Partnerships Addendum is 3 pages (excluding appendices).</p> <p>Appendix 16: <i>Provide a draft copy of the MOU/Contract.</i></p>	<ol style="list-style-type: none"> 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, based on a preliminary review.

Educational Service Provider Addendum (If Applicable)		
Question #	Question	Evaluation Standard
ESPA.1	Provide rationale for consideration of an ESP not already partnered with the non-profit organization, including: <ol style="list-style-type: none"> List of all companies/organizations considered; Evaluation of all companies/organizations considered; Rationale for selected provider; and 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"> The applicant group identifies which companies/organizations were considered a potential ESP. The applicant group explains how each considered ESP was evaluated and the results of each evaluation. The applicant group provides a clear rationale that explains why the applicant group chooses to partner with an ESP. The applicant group provides evidence of the ESP's success in serving the school's intended population, including evidence that demonstrates academic achievement, fiscal responsibility, and organizational effectiveness.
ESPA.2	Clearly specify the decisions and services the organization or provider will be responsible for.	<ol style="list-style-type: none"> The applicant group provides a clear and comprehensive list of decisions made and services rendered in the course of operating a Louisiana charter school in one calendar year and indicates the decisions or services for which the ESP is responsible.
ESPA.3	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"> The applicant group provides a detailed oversight plan, outlining the mechanisms by which the charter board will hold the ESP accountable to the agreed-upon terms. The oversight plan indicates that the charter board will evaluate the degree to which the ESP has met contractual obligations on, at minimum, an annual basis. The oversight plan includes a clear description of the conditions under which the charter board may terminate the contractual relationship.

ESPA.4	<p>Describe the ESP (if applicable) history including:</p> <ol style="list-style-type: none"> 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. Describe all instances in which the ESP has exited a contract or partnership with a school, including instances where a school has terminated its agreement with the 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. 	<ol style="list-style-type: none"> [If applicable] The applicant group identifies any current or past litigation that has involved the organization and discusses the outcomes or demands of each identified. [If applicable] The applicant group cites instances in which the organization’s schools have had their contract terminated, voluntarily closed, or have not been renewed by their authorizer and explains the circumstances surrounding the identified instances. [If applicable] The applicant group identifies instances in which the ESP has exited a contract or partnership with a school and explains the circumstances surrounding the identified instances. [If applicable] The applicant group identifies non-openings that the organization has experienced and explains the circumstances surrounding the identified instances. [If applicable] The applicant group provides verifiable evidence that all issues listed have been successfully rectified at the time that the charter application was submitted.
ESPA.5	<p>Appendix 17: 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.</p>	<ol style="list-style-type: none"> There are no material findings in the ESP’s most recent audited financial statements.
ESPA.6	<p>Appendix 18: Draft ESP MOU or Contract.</p>	<ol style="list-style-type: none"> The board maintains independence from the ESP by articulating strong accountability provisions and avoiding opportunities for the ESP to gain leverage over the board. The ESP cannot control board membership.

Virtual Operator Addendum (If Applicable)		
Question #	Question	Evaluation Standard
VOA.1	Identify the Learning Management System that will be used.	<ol style="list-style-type: none"> 1. The applicant group identifies the Learning Management System to be used and outlines the decision-making process employed to select the identified system.
VOA.2	<p>Provide a detailed plan that includes the following:</p> <ol style="list-style-type: none"> a. A plan to acquire and disseminate technology to students; b. A plan to ensure internet safety and filtering practices; c. A plan to ensure that the loss of instructional time will be minimized in the event of unforeseen technical difficulties; d. A plan to provide training and technical support on the LMS to families, and students; e. A staff/teacher acceptable use policy for technology that complies with R.S. 17:3996(21); and f. A school electronic communication policy that complies with the federal Child Internet Protection Act and R.S. 17:100.7, including information on school Internet safety and filtering practices and policies. 	<ol style="list-style-type: none"> 1. The applicant group has a clear and feasible plan to acquire and disseminate technology to students to ensure that each student has the technology necessary to participate virtually. 2. The applicant group outlines the steps that will be taken to ensure that students are protected from unsafe and/or inappropriate content. 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 (e.g., no access to internet, computer is lost/stolen/broken, cell phones and tablets are lost/stolen/broken, etc.). 4. The applicant group provides a training and technical support plan that will teach students and families to use the LMS. 5. The applicant group provides the technology policy for staff/teacher that complies with R.S. 17:3996(21). 6. The applicant group details the school's electronic communication policy that complies with the federal Child Internet Protection Act and R.S. 17:100.7, including information on school Internet safety and filtering practices and policies.
VOA.3	<p>Describe the process of how the proposed school will ensure the following, given the various locations of families:</p> <ol style="list-style-type: none"> a. How training and support would consistently be provided; 	<ol style="list-style-type: none"> 1. The applicant group explains how ongoing training and support would be provided to families given their various locations. 2. The applicant group provides the plan for hosting orientation sessions to enrolled students, their parents, and their instructional coaches on the course delivery model before the beginning of the class.

	<ul style="list-style-type: none"> b. A plan for providing orientations to enrolled students, their parents, and their instructional coaches on the course delivery model prior to the beginning of the class; c. A plan outlining the nature, frequency, and location of all required and optional in-person meetings and interactions between parents and school faculty, including but not limited to parent/teacher conferences, open houses, and school community meetings; and d. A plan for complying with Title 28, Chapter 11, §1119, Health Screening as part of enrollment and the ongoing functioning of the school. 	<ul style="list-style-type: none"> 3. The applicant group describes the plan outlining the nature, frequency, and location of all required and optional in-person meetings and interactions between parents and school faculty, including but not limited to parent/teacher conferences, open houses, and school community meetings. 4. The applicant group provides the plan for health screeners.
VOA.4	Explain the process to track and monitor attendance in a virtual setting, including systems and practices set forth to monitor student engagement, daily attendance, and truancy.	<ul style="list-style-type: none"> 1. The applicant group outlines a clear process to document and monitor student attendance and engagement with the LMS.
VOA.5	Explain the plan for administering state assessments that meets the requirements in Bulletin 118 §317 .	<ul style="list-style-type: none"> 1. The applicant group presents a logical and feasible plan for administering state assessments for students enrolled in a virtual learning environment that aligns with Louisiana policy.
VOA.6	Describe plans to recruit, retain, and train a diversified school leadership and staff to serve within a virtual setting, including: <ul style="list-style-type: none"> a. The process and timeline to recruit and hire a diversified staff, including how the statewide staffing model will impact hiring (if applicable); b. Specific strategies for recruiting and training EL-certified, special education and related services, and other high-need teacher specialties; c. A process on how the school will service those students requiring related services; 	<ul style="list-style-type: none"> 1. The applicant group proposes a plan that is logical and feasible to recruit, retain, and train a diversified school leadership and staff to serve within a virtual setting. 2. The applicant group outlines specific strategies for recruiting EL-certified, special education, and other high-need teacher specialties as required by the proposed model and staffing plan. 3. The applicant group describes the process of how the proposed school will service students requiring related services. 4. The applicant group provides the plan for providing professional development to staff including its delivery

	<ul style="list-style-type: none"> d. A plan for providing professional development appropriate to the delivery method used and the acceptable use and electronic communication policies; and e. A plan for providing adequate, timely, and appropriate technical support to students, teachers, facilitators, and instructional coaches. 	<p>method used that is appropriate to the acceptable use and electronic communication policies.</p> <ul style="list-style-type: none"> 5. The applicant group provides a training and technical support plan for students, teachers, facilitators, and instructional coaches.
VOA.7	<p>Describe the efforts to date to secure a facility for the school to serve “struggling students” that require in-person instruction, including:</p> <ul style="list-style-type: none"> a. If the applicants have identified a facility, provide a description of the facility and how it meets the school’s needs including its location, whether it is new construction, part of an existing public or private school building, or must be renovated for use; or 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 assurance that it meets specifications). Also, explain any contingency planning including the associated costs; c. A statement of the procedures to be followed and disposition of facilities and equipment should the charter be terminated or not renewed; and d. A plan to provide at least 20% of instruction to struggling students in-person. 	<p>If the applicant group has identified a facility:</p> <ul style="list-style-type: none"> 1. The applicant group has identified a facility that will allow the school to serve the intended student population and community as outlined in the charter application. 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 (associated costs, resources to allocate toward renovations, the availability of facilities in the targeted area suitable to house a public school) and outlines contingency plans should the applicant group fail to secure a facility in the timeline provided. 3. The applicant group outlines any potential barriers to fully securing the identified facility and outlines a contingency plan should the facility fall through. 4. The applicant group identifies the procedures to be followed and disposition of facilities and equipment should the charter cease. 5. The applicant group has a clear and feasible plan to offer at least 20% of in-person instruction to struggling students. <p>If the applicant group has not yet identified a facility:</p> <ul style="list-style-type: none"> 6. The applicant group describes 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 the charter application. 7. The applicant group provides a description by which a facility will be identified and prepared for use as a public school (timeline, associated costs, resources to allocate toward

		<p>renovations, the availability of facilities in the targeted area suitable to house a public school) and outlines contingency plans should the applicant group fail to secure a facility in the timeline provided.</p> <ol style="list-style-type: none"> 8. The applicant group identifies the procedures to be followed and disposition of facilities and equipment should the charter cease. 9. The applicant group has a clear and feasible plan to offer at least 20% of in-person instruction to struggling students.
VOA.8	Describe how the school will meet the transportation needs of its students requiring in-person instruction.	<ol style="list-style-type: none"> 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.
VOA.9	Provide a summary of data protection and recovery procedures in the event of a catastrophic system failure.	<ol style="list-style-type: none"> 1. The applicant group outlines logical and feasible procedures to protect and recover data in the event of a catastrophic system failure.