**CSI Conversion School Application Template**

**2017 Application Cycle**

***for schools opening in Fall 2018***



**Colorado Charter School Institute**

# Applicant Eligibility

An application may be submitted by an existing [Colorado public school](https://www.cde.state.co.us/datapipeline/definition-of-colorado-public-school) to convert to a CSI charter school. Additionally, the applicant must have a governing board in place at the time of application submission.

CSI can authorize charter schools in:

1. districts that do not retain exclusive chartering authority (ECA), and
2. districts that retain ECA but have or are willing to release an Applicant to CSI or waive ECA through a board resolution.

A list of districts with their chartering authority status can be found on the CDE website: [www.cde.state.co.us/cdechart/distauthinfo](http://www.cde.state.co.us/cdechart/distauthinfo). For applicants seeking to convert who are located in a district with exclusive chartering authority, please be sure you have already communicated with the geographic district about the potential to seek authorization with CSI. *Please note, the CSI Board will be unable to act on an application unless the Board of Education of the geographic district releases the applicant.*

# Conversion to a Charter School

There are multiple scenarios in which an existing public school would seek to convert to a charter school. One scenario is a traditional public school or contract school converting to a charter school. Conversion to a charter school is also an allowable option identified in statue for schools and districts that are nearing the end of the accountability clock (CSR 22-11-210).

# The CSI Conversion School Application Process

The CSI Conversion School Application is intended for existing Colorado public school applicants who wish to apply for authorization by the Charter School Institute (CSI) through a conversion process.

**Submission of Application Materials**

The first step in the application process is to submit a Letter of Intent Form. This form must be submitted electronically to Janet Dinnen at janetdinnen@csi.state.co.us by **September 1, 2017**.

All application materials—application, required attachments, applicable addenda, geographic district notification, etc.—must be submitted to the Institute on or before **September 18, 2017 at 4:00pm**. It is strongly recommended that applicants use the Applicant Checklist when crafting the application. If the Applicant chooses to provide additional attachments to support information included in the narrative, the attachments should be clearly referenced within the Conversion School Application Narrative by filename and/or document title/page number. The Institute may, but is not required to, accept any additional information the applicant provides that the Institute does not request.

**Completeness Check**

An application is considered filed when CSI receives the application. Within 15 days of receiving an application, CSI shall determine whether the application satisfies the requirements listed in the Application Checklist and is therefore complete. If the application is not complete, CSI shall notify the applicant within the 15 day period and provide a list of the information required to complete the application.

The applicant has 15 days after the date it receives the notice to provide the required information to CSI for review. Upon submission of a complete application, the 90 day clock between application receipt and Board vote begins. The Institute is not required to take action on the application if the applicant does not provide the required information within the 15 day period. CSI may request additional information during the review period and provide reasonable time for the applicant to respond.

**Applicant Geographic Meeting**

Applicants will host a geographic meeting in the community of the proposed school in **September or October of 2017**, to be determined by the Applicant, once the application has been deemed complete. A CSI representative will be in attendance. Applicants will be asked to share information about the proposed conversion and address questions and concerns from the community.

**Applicant Presentation to CSI Board’s Performance Management Committee**

Applicants will present a 5-7 minute summary of the proposed conversion school to members of the CSI Board’s Performance Management Committee on **October 9, 2017** and take questions from members.

**Applicant Interview**

The Applicant will be interviewed by the CSI Review Team between **October 9-13, 2017**. The date and time will be finalized once the application has been deemed complete. The Applicant should bring as many members of the founding team, governing board etc. to ensure the team can respond to questions across all sections of the application.

**CSI Board Performance Management Committee Discussion**

CSI staff will publicly share the staff recommendation report with members of the CSI Board at the Performance Management Committee meeting on **November 6, 2017**. Applicants are invited to attend and will receive a copy of the CSI staff recommendation report in advance of the meeting.

**CSI Board Action**

The CSI Board, in a public hearing, will rule on the application on **November 14, 2017.** The CSI Board can vote to approve, approve with conditions, or deny the application.

|  |  |
| --- | --- |
| **Summary of the Conversion School Application Process Components** | **Date/Deadline** |
| Letter of Intent Due | September 1, 2017 |
| Application Due | September 18, 2017 |
| Applicant Geographic Meeting | September or October, Date TBD by Applicant |
| Applicant Presentation to CSI Performance Management Committee | October 9, 2017 |
| Applicant Interview with CSI Review Team | October 9-13, Date TBD by Applicant and CSI |
| CSI Board Discussion of Recommendation | November 6, 2017 |
| CSI Board Action | November 14, 2017 |

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# Application Components

The following components are required in order for an application to be deemed complete. A more detailed listing of application components can be found in the Application Checklist.

* **Conversion School Application Narrative**

Unless otherwise noted, Applicants must complete all items in this Conversion School Application Narrative.

* **Required Attachments**

As detailed in the Conversion School Application Narrative, some sections of the application require the Applicant to submit additional, supporting documentation (ex: the Evidence of Need, Support, and Involvement and Governance sections). Additionally, an Applicant may be required to submit one or more Addenda based on the proposed school’s model and as determined by responses in the Letter of Intent. A description of two of the required attachments are included below. Please see the Application Checklist or Conversion School Application Narrative for a comprehensive list of required attachments.

* **Notice to Geographic District**

On or before submitting the application to CSI, the Applicant shall provide notice to the Board of Education and District Accountability Committee (DAC) of the geographic district in which it is located that it is submitting a conversion school application to CSI. The Applicant shall provide the Institute proof that it has given such notice as part of its application submission. Such proof may consist of a certified mail receipt, a hand written receipt or other written acknowledgement from the recipient that written notification was provided. Failure to provide the district with notice of the application will result in denial of the application by CSI.

Upon determining it has received a complete application, CSI will make the complete application available on the CSI website. CSI will also post on its website the schedule by which the application will be evaluated and voted on, the details of the geographic meeting, instructions regarding how the school may request additional information, and an invitation of the local board to send any concerns regarding any portion of the application. The Board of Education and District Accountability Committee may each comment on the application, amendment or supplement to the Institute, in writing, within 30 days of receiving notice from CSI of the submission.

* **Board Resolution from Districts Retaining Exclusive Chartering Authority**

For schools located in districts that have retained exclusive chartering authority (ECA), a resolution from that district’s Board of Education releasing the school to apply to CSI will be required as part of the application. If the Applicant is in the process of attaining the required resolution from the geographic district’s Board of Education, documentation detailing where the Applicant is in the process and the anticipated date of receiving the geographic district’s board resolution should be included. A list of districts with their chartering authority status can be accessed from the Colorado Department of Education’s website: [www.cde.state.co.us/cdechart/distauthinfo](http://www.cde.state.co.us/cdechart/distauthinfo). This requirement does not apply to single- or multi-district online schools as law gives districts and CSI to authorize them. Applicants proposing to locate in districts that do not have exclusive chartering authority may submit a proposal directly to CSI without seeking the consent of the geographic district. However, all Applicants should still provide the geographic district notice of its application to CSI.

# Application Instructions

The Applicant must address all items within this Conversion School Application Narrative. **Please limit your responses so that the completed version of this Conversion School Application Template document does not exceed 125 pages.** (Please use the automatic page numbers as the bottom of each page as a reference, and be sure to update the page numbers within the Table of Contents before submitting your application to CSI.)

The application must be submitted to CSI in electronic format. All of the electronic files may be placed into a single zipped file, flash drive, or folder for submission.

To confirm that you have reviewed your application for completeness before submitting to CSI, the Application Checklist contained within this document must be submitted along with the application.

If the Applicant would like to provide additional attachments to supplement information provided in the application narrative or to provide additional information that is not required as part of the new school application, the additional attachments should be clearly referenced within the Conversion School Application Narrative by filename and/or document title/page number. The CSI Review Team is not required to review information that is not requested as part of the new school application process.

# Application Checklist

The Application Checklist should be used by the applicant to ensure all sections of the Conversion School Application as well as any required supporting documentation have been completed. The CSI Review Team will also use this checklist during the Completeness Check process. *Note: Please click on each application component to be taken to the corresponding section/requirement of the new school proposal.*

|  |  |  |
| --- | --- | --- |
| **Application Components** | **Applicant Check** | **Reviewer Check** |
| [**Letter of Intent**](#h.3bj1y38) **(Due February 24, 2017)** |  |  |
| **Conversion School Application Narrative**Items within the Conversion School Application Narrative |  [Executive Summary](#ExSum) |  |  |
| 1. [Vision and Mission](#_A._Vision_and)
 |  |  |
| 1. [Evidence of Need, Support, and Involvement](#_B._Evidence_of)
 |  |  |
| 1. [Education Program](#EdProgram)
 |  |  |
| 1. [Student Services](#StudSvcs)
 |  |  |
| 1. [Goals, Objectives, and Pupil Evaluation](#_F._Goals,_Objectives,)
 |  |  |
| 1. [Budget and Finance](#_G._Budget_and)
 |  |  |
| 1. [Governance & Leadership](#_H._Governance)
 |  |  |
| 1. [Operations](#_I._Operations)
 |  |  |
| **Required Attachments**Items that require the applicant to create separate attachments |  [Notice to Geographic District](#NoticeGeoDi)   |  |  |
|  [Geographic District Board Resolution](#BoardRes) *if applicable* |  |  |
|  C [Organizational Chart](#Cattach)  |  |  |
|  C [School Calendar](#Cattach) |  |  |
|  C [Sample Schedule](#Cattach) |  |  |
|  C [Staff Evaluation Process](#Cattach) |  |  |
|  G [CSI Waiver Request Template](http://www.csi.state.co.us/UserFiles/Servers/Server_2345071/File/Charter%20Applicants/New%20School/Spring%202017/Waiver%20Request%20Template.docx) *if applicable* |  |  |
|  G [Resumes of Applicant Team Members](#H7) |  |  |
|  G [Board Member Agreement](#H7) |  |  |
|  G [Board Bylaws](#H7) |  |  |
|  G [Articles of Incorporation](#H7) |  |  |
|  G [Enrollment Policy](#H7) |  |  |
|  G [Student Discipline Policy](#H7) |  |  |
|  G [Employment Policy](#H7) |  |  |
|  G [Grievance Policy](#H7) |  |  |
|  G [School Leader Evaluation Process](#H7) |  |  |
|  Addendum I: [Online School](#_Addendum_II:_) *if applicable* |  |  |
|  Addendum II: [Education Management Provider](#_Addendum_III:_) *if applicable* |  |  |
|  Addendum III: [Alternative Education Campus](#_Addendum_V:_AEC) *if applicable* |  |  |
| **Electronic copy of entire application** |  |  |

# Executive Summary

**The Executive Summary should be three to five pages long and include the following:**

1. Overview and rationale for the proposed conversion
2. The school’s name, grade levels served, proposed conversion date (month and year), and growth plan (if the school plans to grow enrollment or add additional grade levels)
3. Student body to be served, such as key demographic data, targeted geographical area, etc.
4. Evidence that an adequate number of stakeholders support the conversion to a charter school.
5. A brief description of how the school will adjust its organizational capacity to accommodate the conversion.
6. A brief description of key financial implications for the organization as a result of the conversion.
7. A brief description of the school’s past track record of academic performance.

# A. Vision and Mission

1. **Provide and explain your school’s vision and mission statements. The application, in its entirety, should reflect the vision and mission and explain how the conversion to a charter school will allow the school to support and sustain the mission.**

# B. Evidence of Need, Support, and Involvement

**1. Please identify the projected number of students that will be enrolled at each grade level for each of the first five years of operation as a CSI school.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** |
| **PreK** |  |  |  |  |  |
| **K** |  |  |  |  |  |
| **1** |  |  |  |  |  |
| **2** |  |  |  |  |  |
| **3** |  |  |  |  |  |
| **4** |  |  |  |  |  |
| **5** |  |  |  |  |  |
| **6** |  |  |  |  |  |
| **7** |  |  |  |  |  |
| **8** |  |  |  |  |  |
| **9** |  |  |  |  |  |
| **10** |  |  |  |  |  |
| **11** |  |  |  |  |  |
| **12** |  |  |  |  |  |
| **TOTAL** |  |  |  |  |  |

***If applicable, please describe whether any of the above Year 1 enrollment numbers vary significantly from your existing student population or if additional grades will be served.***

1. **Please identify what percentage of each student population below will be served by your school.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **% Minority** | **% Free/Reduced Lunch Eligible** | **% Special Education** | **% English Learner** | **% Gifted/ Talented** |
|  |  |  |  |  |

***If applicable, please describe whether any of the above percentages vary significantly from your existing student population.***

**3. Describe the rationale for the proposed conversion, detailing how the proposed conversion will ultimately lead to better outcomes for the school and its students.**

**4. Describe the degree to which the school has engaged existing parents and community members regarding the proposed conversion to a CSI charter school.**

**5. Describe expectations and plans for ongoing parent and community involvement from the time of application through conversion.**

**6. Please provide evidence that an adequate number of parents, teachers, or pupils support conversion to an Institute charter school. The following may satisfy this requirement and be submitted as attachments: survey results, letters of support, intents to return. Please identify the filename(s) that include this evidence of support in your response below.**

**7. Please complete the table below to summarize the Letters of Intent to Enroll (LOI) and Intents to Return (ITR) received.**

* *In the* ***Grades Offered*** *column, please place an “X” next to each grade level that will be offered in Year 1 of operation as a CSI school.*
* *In the* ***Letters of Intent (LOI) Received to Date*** *column, please include the number of LOI’s that have been received for each grade level for Year 1 of operation as a CSI school. The table below should include students who will be enrolled in the identified grade as of the proposed Year 1 as a CSI school.*
* *In the* ***Intents to Return (ITR) Received to Date*** *column, please include the number of LOI’s that have been received for each grade level for Year 1 of operation as a CSI school. The table below should include students who will be enrolled in the identified grade as of the proposed Year 1 as a CSI school.*

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Grades Offered**  | **LOI Received to Date** | **ITR Received to Date** |
| **PreK** |  |  |  |
| **K** |  |  |  |
| **1** |  |  |  |
| **2** |  |  |  |
| **3** |  |  |  |
| **4** |  |  |  |
| **5** |  |  |  |
| **6** |  |  |  |
| **7** |  |  |  |
| **8** |  |  |  |
| **9** |  |  |  |
| **10** |  |  |  |
| **11** |  |  |  |
| **12** |  |  |  |
| **TOTAL** |  |  |  |

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# C. Education Program

*As applicable, please be sure to identify in your responses any significant changes to the school’s existing education program that are being proposed and the expected results of the change(s).*

1. **Please describe the school’s educational program and curriculum.**

*This description should include:*

* *The rationale for selecting the chosen model, curriculum, including research-based evidence that supports the effectiveness of the selected model with the target population.*
* *How the curriculum is aligned to the state model content standards.*
* *How the curriculum objectives, content, and skills are aligned horizontally and vertically.*
* *Supplemental programming (ex: electives or special courses, summer school, extracurricular activities, social/emotional programming, remediation and intervention).*
* *For Applicants proposing to offer a middle or high school, detail how the school meets the state’s graduation requirements, including implementation of the Individual Career and Academic Plan (ICAP).*
1. **Please describe the school’s teaching and instructional philosophy. Describe the process and methods that will be used to differentiate instruction based on identified student needs.**

*This description should include:*

* *A rationale for the chosen teaching and instructional philosophy, including any research-based evidence that support the effectiveness of the selected instructional model with the target population.*

1. **Include a description of the school’s organizational structure that allows for full implementation of the curriculum including details about staff qualifications and in-field requirements.** *The Applicant is required to submit an organizational chart as part of the application submission as detailed below. The description provided below should clearly align to and reference the submitted organizational chart.*
2. **Provide a detailed description of staff recruitment, selection, and orientation process as well as strategies for retaining existing staff. Please be sure to describe the employee/employer relationship (at-will vs. contract).**
3. **Describe the plan for selecting professional development activities during Year 0 and Year 1 of authorization by CSI to ensure staff can fully implement the proposed plan and achieve the school’s goals.**
4. **Include the following as attachments. Please use the naming conventions below to save each of these documents.**

|  |  |  |
| --- | --- | --- |
| **Required Attachments** | **Notes of what should be included in each attachment** | **Naming Convention for Saving Each Attachment** |
| Organizational Chart | If there is a plan for organizational growth after the first year of operation, include charts for the first and fifth years of operation | C\_OrgChart |
| School Calendar | Provide a draft annual calendar identifying number of school days, ensuring compliance with [statutory requirements](https://www.cde.state.co.us/choice/homeschool_attendancelaw). | C\_SchoolCalendar |
| Sample Schedule | Provide a sample student schedule or master schedule that shows daily activities (lunch, class periods) | C\_StudentSchedule |
| Staff Evaluation Process | Include the process the school will use for staff evaluation that aligns with the intent of SB 10-191 (including timeline, standards). | C\_StaffEvaluation |

# D. Student Services

As applicable, please describe any adjustments to the current programming, resource allocation, and staffing that will occur if the proposed school becomes a CSI charter school.

1. **Include the comprehensive whole school plan for a Multi-Tiered System of Support or child study process that includes a data driven pre-referral prevention-based framework process that meets legal requirements including identification of special needs students.**
2. **Detail plans to support and address student health including the process and procedures for immunizations, record keeping, vision and hearing screenings, health care plans, medication administration, and student illnesses.**
3. **Detail how the school will accommodate different learning styles and the needs of all students. Provide plans and procedures that describe how the school will ensure all students will progress adequately. This should include information related to student identification, programming, assessment, progress monitoring, redesignation/exiting, service model delivery and the continuum of supports the school will have in place to serve students. Please respond to these items for each subgroup identified below (a-e).**
4. **Students with Individualized Education Programs (IEPs)**
5. **Students with Section 504 plans**
6. **Students classified as English Learners**
7. **Students identified as gifted and talented**
8. **Students identified as at-risk**
9. **Detail plans to provide adequate numbers of qualified, in-field staff to meet the needs of exceptional students in alignment with state requirements. Include information about the proposed contract model to employ staff, any secured agreements or MOUs, and describe the onboarding process for any contract staff.**
10. **Detail how the budget will align with required resources to support special populations. The narrative should address the student plan management system to house student plans, curricula and instructional materials, and necessary staffing and training needed to serve special populations.** *The Applicant is required to submit a budget as part of the application submission as detailed in the CSI Budget Template. The description provided below should clearly align to and reference the submitted CSI Budget Template line items.*

# E. Goals, Objectives, and Pupil Evaluation

**1. Complete the Assessment Matrix below, documenting all school-selected and state-required diagnostic, formative, and summative assessments that will be administered at the school.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Assessment Name** | **Content Areas** (ex: Math, Early Literacy) | **Purpose** (Provide a rationale for the selection of this assessment, including alignment with curriculum and instruction.) | **Type** (Diagnostic, Interim, Summative)  | **Frequency** (ex: Annual, 2/year) | **Administration Calendar** (ex: Jan-Feb) |
| W-APT | English  | Identify language proficiency of students with a home language other than English | Diagnostic | Upon enrollment /  | Within 30 days of enrollment /  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
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**2. Please use the CSI Baseline Targets Template below to set annual targets on the various state-required assessments and performance measures.**

*For accountability purposes, schools are expected to set their own annual targets for academic achievement, academic growth, academic growth gaps and postsecondary and workforce readiness. Targets for all state-required assessments are required to be included in this form. If you have mission-specific measures that you wish to incorporate within these standard indicators (such as measures of postsecondary readiness above and beyond those evaluated by the State). Be sure to include or attach a definition of each additional measure, as well as the methodology used to evaluate, document and determine metrics for each measure.*

* *For each assessment identified in* ***Assessment Template Matrix*** *above, please include a target in this form.*
* *Under the* ***Measure*** *column, please identify the measure or interim assessment(s) that is being proposed.*
* *Under the* ***Metric*** *column, please identify what you will be measuring (% at/above benchmark, scale score, etc.)*
* *Under the* ***Annual Performance Targets*** *columns, please set a 1-year and 2-year target for each measure. Because the measure and metric have already been defined in other columns, these columns may just have a numeric value (ex: for the Grad Rate target, a 90 in the Year 1 and 95 in the Year 2 targets would mean that the school is targeting 90% and 95% graduation rates in Years 1 and 2, respectively.*
* *In the* ***Interim Measures during Year 1*** *column*, *identify what interim assessment(s) will be used at least quarterly to monitor progress towards reaching the Year 1 target.*
* *In the* ***Progress Monitoring Strategies*** *column, identify any strategies that will be used to help the school meet the target.*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Indicators** | **Measure** | **Metric** | **Student Group** | **Annual Performance Targets**  | **Interim Measures during Year 1** | **Progress Monitoring Strategies** |
| Year 1 | Year 2 |
| **Academic Achievement** | CMAS/PARCC English Language Arts | Mean Scale Score | All Students |  |  |  |  |
| English Learners |  |  |  |  |
| Free/Reduced-Price Lunch Eligible |  |  |  |  |
| Minority Students |  |  |  |  |
| Students with Disabilities |  |  |  |  |
| CMAS/PARCC Mathematics | Mean Scale Score | All Students |  |  |  |  |
| English Learners |  |  |  |  |
| Free/Reduced-Price Lunch Eligible |  |  |  |  |
| Minority Students |  |  |  |  |
| Students with Disabilities |  |  |  |  |
| ACCESS for ELL | % of students at benchmark |  |  |  |  |  |
| READ Act (if applicable) | % of students with a Significant Reading Deficiency |  |  |  |  |  |
| Interim Assessment Measure:  | Interim Assessment Metric:  |  |  |  |  |  |
| Interim Assessment Measure:  | Interim Assessment Metric:  |  |  |  |  |  |
| Interim Assessment Measure:  | Interim Assessment Metric:  |  |  |  |  |  |
| Interim Assessment Measure:  | Interim Assessment Metric:  |  |  |  |  |  |
| **Academic Growth** | CMAS/PARCC English Language Arts | Median Student Growth Percentile | All Students |  |  |  |  |
| English Learners |  |  |  |  |
| Free/Reduced-Price Lunch Eligible |  |  |  |  |
| Minority Students |  |  |  |  |
| Students with Disabilities |  |  |  |  |
| CMAS/PARCC Mathematics | Median Student Growth Percentile | All Students |  |  |  |  |
| English Learners |  |  |  |  |
| Free/Reduced-Price Lunch Eligible |  |  |  |  |
| Minority Students |  |  |  |  |
| Students with Disabilities |  |  |  |  |
| ACCESS for ELLs | Median Student Growth Percentile |  |  |  |  |  |
| Interim Assessment Measure:  | Interim Assessment Metric:  |  |  |  |  |  |
| Interim Assessment Measure:  | Interim Assessment Metric:  |  |  |  |  |  |
| Interim Assessment Measure:  | Interim Assessment Metric:  |  |  |  |  |  |
| Interim Assessment Measure:  | Interim Assessment Metric: |  |  |  |  |  |
| **Postsecondary and Workforce Readiness** | PSAT | Composite Mean Score |  |  |  |  |  |
| SAT | Composite Mean Score |  |  |  |  |  |
| Graduation Rate | % of Students Graduating |  |  |  |  |  |
| Dropout Rate | % of Students Dropping Out |  |  |  |  |  |
| Matriculation Rate | % of Students Matriculating |  |  |  |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Optional Mission-Specific Measures** | Measure 1:  | Metric 1:  |  |  |  |  |
| Measure 2:  | Metric 2:  |  |  |  |  |
| Additional Measure(s):  | Additional Metric(s):  |  |  |  |  |

**3. Please provide usernames and passwords to the following data systems:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Data System** | **Username** | **Password** |  |
| Colorado Education Data Analysis and Reporting System (CEDAR) OR raw vendor file  |  |  |  |
| Interim Assessment Vendor (ex. MAP, STAR, iReady) |  |  |  |
| Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |  |

**4. Describe the prior academic performance and the school’s progress towards meeting its goals.** *This response should address:*

* *Prior academic performance on the state assessments as well as any interim assessments*
* *How the school monitored progress towards meeting its goals, including the frequency of data analysis.*
* *A reflection upon the underlying factors that have contributed towards the school’s current progress (both positive and negative) towards meeting their goals.*
* *How conversion to a CSI charter school will support the school’s efforts at achieving its goals.*

 *If preferred, submit the school’s latest Unified Improvement Plan to the application to address most of these requirements.*

**5. Provide a description of the procedures for taking corrective action in the event that pupil performance falls below the goals and objectives outlined in the application. Include a corrective action timeline, the responsible person, and possible changes to be considered as appropriate.**

**6. Provide details about the format and frequency with which student data and school progress will be communicated to parents and the broader community.**

**7. Complete the table below to outline the data management system(s) that will be utilized.**

* *In the first column, please identify any other types of data management systems (in addition to a SIS and Plan Management System) that may be used at the school (ex: Learning Management System).*
* *In the* ***System Name*** *column, identify the name of any data management systems that will be used at the school (ex: Infinite Campus).*
* *In the* ***Person Responsible for Data Management*** *column, identify the staff position(s) that will be responsible for the system setup, data entry, and data analysis.*

|  |  |  |
| --- | --- | --- |
|  | **System Name** | **Person Responsible for Data Management** |
| **Student Information System** |  |  |
| **Student Plan Management System (if different than SIS)** |  |  |
| **Other** |  |  |

# F. Budget and Finance

1. **Provide a summary of how the conversion to a CSI charter school will financially impact the school (changes in per pupil revenue, categorical funding, grants etc.) Please include contingency plan to mitigate the impacts of decreased funding or increased expenditures, if applicable.**
2. **Please provide a copy of the most recentversion of the following documents as attachments:**

|  |  |  |
| --- | --- | --- |
| **Attachment Contents** | **Attachment Title** |  |
| a. | Three years of independent financial audits |  |  |
| b. | Quarterly financial statements pursuant to C.R.S. 22-45-102 |  |  |
| c. | Quarterly balance sheet |  |  |
| d. | 5-Year budget detailed by source/object code  |  |  |
| e. | Financial policies and procedures |  |  |
| f. | All reports/data dashboards related to financial performance |  |  |

1. **For the proposed budget included with the application, please provide:**
	1. **Detailed assumptions for all donations, private grants, student fees, and foundation revenue**
	2. **Detailed assumptions for professional, technical, and consulting services expenditures.**
	3. **Detailed assumptions for liability, property, and other insurance coverage, including coverage and rates.**
	4. **An explanation of how restricted grant funding will be spent.**
2. **Detail financial metrics and targets, including any debt covenants, the board and school leadership will track during the transition to ensure financial solvency as the school converts to a CSI charter school.**

**6. Describe how the school will comply with financial reporting requirements including the Financial Transparency Act (C.R.S. 22-44-301-304) and the annual independent audit.**

**7. Discuss the school’s plan for regularly reviewing budget versus actual activity and expenditures against the school’s mission and vision over time.**

**8. Provide detailed revenue and expenditure assumptions behind facility acquisition, facility improvements, and ongoing facility costs, including total square footage and cost per square foot.**

**9. If planning to secure the Charter School Program grant or other reimbursable grants in the implementation year (i.e. the year before the school opens), provide a plan to acquire cash in the spring prior to opening.**

# G. Governance & Leadership

 *Governance*

1. **Complete the Board Membership Matrix**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| **Board Member Name****🡪****Competency ↓**  | *John Doe* |  |  |  |  |  |  |  |  |  |  |
| **Term 🡪** | *08/16-08/20* |  |  |  |  |  |  |  |  |  |  |
| **Board Position 🡪**  | *Chair* |  |  |  |  |  |  |  |  |  |  |
| Finance | *X* |  |  |  |  |  |  |  |  |  |  |
| Legal | *X* |  |  |  |  |  |  |  |  |  |  |
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*Applicants are required to have a governing board in place and to submit the Board Membership Matrix as part of the Conversion School Application. Information regarding terms and positions below should align with the board membership information included in your bylaws. Resumes for board members are required to be submitted as described in Section H8.*

* *In the* ***Board Member Name*** *row, please identify all board members by name. If there are any vacant seats, please identify them by typing “Vacant” in the cell. This form has room for 11 board members. Please only use as many cells as you need based on the range for the number of board members identified in your bylaws.*
* *In the* ***Term*** *row, please identify each board member’s term (ex: June 2016-June 2017)*
* *In the* ***Board Position*** *row, please identify each board member’s current role (Chair, Secretary, Treasurer, etc.)*
* *In the* ***Competency*** *column, please list the competencies you are seeking for the school board.*
* *Place an X in the box to identify which competencies each of the board members fill. For any vacant positions, place an X in the box to identify which competencies you are seeking in the vacant position.*
1. **Provide a plan to recruit board members with identified skills for any vacant positions. (For applicants with a filled board, please discuss this in terms of when a board seat comes open.)**
2. **Provide a description of the governance structure. Delineate the roles and responsibilities of the school board, school administration, and various non-board committees including but not limited to the School Accountability Committee and any advisory groups.**
3. **Provide a plan for ongoing board training, capacity building, self-evaluation, and succession planning. Please include a discussion of funding and time allocations for board professional development, as well as evaluation tools.**
4. **Describe how the board plans to operate in compliance with the Colorado Open Meetings Law (C.R.S. 24-6-401) and Public Record Act (C.R.S. 24-72-204), as well as the Family Educational Rights and Privacy Act (20 U.S.C. Sect. 1232).**
5. **Complete the** [**CSI Waiver Request Template**](http://www.csi.state.co.us/UserFiles/Servers/Server_2345071/File/Charter%20Applicants/New%20School/Spring%202017/Waiver%20Request%20Template.docx) **if you plan to seek a waiver of rule, law, or policy.**

*School Leadership*

1. **Detail the responsibilities of the school leader.**
2. **If a new school leader is being selected, provide a detailed description of the leadership recruitment and selection process***.*

*Organizational Structures, Policies &, Procedures*

1. **Describe any organizational changes related to staffing and leadership anticipated under the new charter and the rationale for the changes.**
2. **Describe any preexisting contractual obligations and relationships that may impact the operation of the school post-conversion to a CSI charter school.**
3. **Include the following as attachments. Please use the naming conventions below to save each of these documents.** **If any of the documents have not yet been developed, please include a timeline and responsible party for when the document will be finalized.**

|  |  |  |
| --- | --- | --- |
| **Required Attachments** | **Notes of what should be included in each attachment** | **Naming Convention for Saving Each Attachment** |
| Resumes of applicant team and board members | One file for each member of the applicant team and board | G\_Resume\_LastFirst*Ex: G\_Resume\_DoeJane* *G\_Resume\_DeerJeff* |
| Board Member Agreement | Board member agreement that lists key expectations. Attach sign copies if available. If not already signed by board members, a draft of the agreement should be attached. | G\_BoardAgreement |
| Board bylaws | Should specify board size, length of term, board election process, board roles, frequency of meetings, dismissal policies and procedures for board members, and conflict of interest policy | G\_Bylaws |
| Articles of Incorporation |  | G\_ArticlesOfIncorporation |
| Enrollment policy | The policy should be consistent with state law [22-30.5-507(3)] and applicable state board rules, and include a process for enrollment of students with special needs consistent with state and federal laws and state board rules.Include a timeline, waitlist/lottery process, enrollment criteria, process for sharing information about the new school, and enrollment timelines to the community. | G\_Policy\_Enrollment |
| Student discipline policy | Include suspension and expulsion policies that align with state law and that address the safety of students and staff, provide a level of due process for students, and explain how the school will provide expelled students with alternative education, if applicable. | G\_Policy\_StudentDiscipline |
| Employment policy | Include the relationship between the school and its employees (at-will vs. contract).  | G\_Policy\_Employment |
| Grievance Policy | Clearly describe the grievance process, provide a multi-tiered process for grievances, and describe the board’s role in resolving complaints. | G\_Policy\_Grievance |
| School Leader Evaluation Process | Include the process the school will use for school leader evaluation that aligns with the intent of SB 10-191 (including timeline, standards). | G\_SchoolLeaderEvaluation |

# H. Operations

1. **Describe any significant operational adjustments that will be required to implement the proposed program and the charter conversion.**

 ***Facilities***

 *Respond to the items under the most applicable option.*

**Option 1: The school remains in the existing facility.**

1. **Provide a description of the current facility and any anticipated changes to the facility that may occur as a result of the transfer of authorization. Additionally, please address arrangements made if the building is not owned by the school.**

**Option 2: The school seeks another facility.**

* 1. **Provide a facility needs assessment that details the school’s requirements, including number of classrooms, bathrooms, and offices needed; minimum size of each room; library, outdoor, and common space needed; overall size; cost per square foot; zoning and occupancy requirements.**
1. **Include proposed locations for the school that are selected based on school design and intended population with an explanation of prospective school sites and assistance to find them. Address how each identified facility aligns with the facility needs assessment, and plans for ensuring the facility is ADA compliant.**
2. **Location 1**
3. **Location 2 (if facility not already secured)**
4. **Location 3 (if applicable)**
5. **Provide a timeline for identification, selection, construction/repair, contract negotiation, and adjustments to the facility.**

 ***Safety***

1. **Explain your process to create and maintain the required Emergency Management Plan. Describe who will have primary responsibility for this plan and how the school will ensure the ongoing safety and security of students and staff in your building.**

***Transportation***

1. **Please summarize the extent to which transportation is currently provided at the school.**
2. **Please identify the option below that best describes the school’s transportation. Then respond to all items within the option that you have selected.**

**Option 1: A school may choose to not provide any transportation services.**

1. **Provide a rationale for why the Applicant is not proposing to provide transportation services.**

**Option 2: A school may provide regular transportation services to and from school.**

1. **Include a description of how the charter school plans to meet the transportation needs of students, including at-risk students.**
2. **Provide a description of the daily route that aligns with the transportation plan to meet student needs.**
3. **Provide cost details within the school’s budget and summarize details here.**
4. **Include a plan to address insurance and liability issues pertaining to transportation services using private or school vehicles.**
5. **Include a description of adequate safety measures that will be implemented for the transportation of students.**

**Option 3: A school may provide transportation services for extracurricular activities and events.**

1. **Include a description of how the charter school plans to meet the transportation needs of all students, including at-risk students.**
2. **Provide cost details within the school’s budget and summarize details here.**
3. **Include a plan to address insurance and liability issues pertaining to transportation services using private or school vehicles.**
4. **Include a description of adequate safety measures that will be implemented for the transportation of students.**

 ***Food Services***

1. **Please summarize the extent to which food services are currently offered at the school.**
2. **Please check which of the following options the school will follow with regards to food services. Respond to all items within the option that you have selected.**

**Option 1: A school may choose not to participate in any federal Child Nutrition Program through a School Food Authority (SFA). Under this option, the school may elect not to operate a lunch program.**

* 1. **Provide a rationale for why the Applicant is not proposing to provide food services.**

**Option 2: A school may choose not to participate in any federal Child Nutrition Program through a School Food Authority (SFA). Under this option, the school may choose to operate their own meal service(s) that are unsubsidized by federal funds.**

* 1. **Provide a rationale for why the Applicant is proposing to operate its own meal service(s) unsubsidized by federal funds.**
	2. **Include details about how the food service will be provided.**
	3. **Address how the school will provide services to students who forget or cannot provide a lunch.**

**Option 3: A school may choose to participate in federal Child Nutrition Programs and receive federal reimbursement funds. Within this option, a school may elect to contract with a School Food Authority.**

1. **Provide rationale for why the Applicant is selecting this food service option.**
2. **Include details about how the food service will be provided.**
3. **Provide evidence of a plan for reimbursement through an authorized School Food Authority.**
4. **Address how the school will provide services to students who forget or cannot provide a lunch.**

**Option 4: A school may choose to participate in federal Child Nutrition Programs and receive federal reimbursement funds. Within this option, a school may obtain state designation as a School Food Authority.**

1. **Provide rationale for why the Applicant is selecting this food service option.**
2. **Include details about how the food service will be provided.**
3. **Provide evidence of a plan for reimbursement through an authorized School Food Authority.**
4. **Address how the school will provide services to students who forget or cannot provide a lunch.**

# Required Addenda *as Applicable*

## Addendum I: Online School

**If the school is a multi-district online school, the Applicant should submit its** [**CDE Multi-District Online School Application**](https://www.cde.state.co.us/sites/default/files/docs/onlinelearning/Certification_Application_1617.pdf)**, as an addendum to the application.**

## Addendum II: Education Management Provider, Collaborative, Incubator

*An Education Management Provider is defined in Colorado law as a nonprofit, not-for-profit, or for-profit entity that contracts with a charter school to provide, manage, or oversee all, or substantially all, of the education services provided by the charter school. An Education Management Provider is different from a Charter School Collaborative or an Incubator. A Charter School Collaborative is defined by law as two or more charter schools contracting with one another to form a legal entity separate from the contracting charter schools and is authorized to provide any function, service, or facility that is lawfully authorized for each of the contracting charter schools. An Incubator is defined as any organization contracted to support the development of the charter school including but not limited to application development, professional development, human resource, and other services in the early years of the school’s operation.*

**If the school intends to contract with an education management provider, incubator, or collaborative, the following items should be addressed and included as an attachment. “Provider” below should refer to whichever contractors (EMP, incubator, or collaborative) you are proposing to contract with. This addendum should not exceed 15 pages.**

1. Provide the rationale for selection of the provider.
2. Provide evidence that demonstrates the effectiveness of the provider with other schools, including particularly schools in Colorado and schools serving a similar population. This should include performance data around academic, financial, and operational success.
3. Provide evidence demonstrating the capacity of the provider for successful expansion while maintaining quality in the school(s) it is currently managing.
4. Include an explanation of any existing or potential conflicts of interest between the governing board of the proposed charter school and the provider.
5. Provide evidence that the provider is authorized to conduct business in Colorado.
6. Include a detailed description of cost sharing, fee structures, and central versus school level functions.
7. Provide a clear understanding of financial obligation to the provider. This should include considerations of changes in costs (increases, decreases, etc.) throughout the duration of the charter term. This should also include building ownership if the developers are making payments to the provider.
8. Include a copy of the actual or proposed performance contract between the governing board for the proposed charter school and the provider that specifies, at a minimum, the following material terms:
	1. Performance evaluation measures
	2. Methods of contract oversight and enforcement that the governing board will use
	3. Delineation of central (provider) vs. school level functions
	4. Conditions for contract renewal and termination
	5. Information around which staff will be hired and terminated by the provider, report to the provider, or will be paid by the provider
	6. The compensation structure and all fees that the proposed charter school will pay to the provider
9. Include copies of the last three years of audited annual financial statements (balance sheets and profit and loss statements), copies of any current or past liens, and copies of and pending or past lawsuits.

## Addendum III: AEC

**If the Applicant intends to apply for designation as an Alternative Education Campus (AEC), the following information must be included in the narrative of the application and summarized as an addendum to the application.**

*Colorado law allows each school, with its authorizer’s approval, to request designation as an Alternative Education Campus (AEC). Alternative Education Campuses (AECs) are defined as schools that have a specialized mission and serve either a special-needs and/or at-risk population, where more than 90% of students have either an Individualized Education Program or meet the definition of a high-risk student. The specific eligibility are listed in 1 CCR 301- 57-2207602-R-3.00. To receive this designation, schools must demonstrate that it meets the eligibility criteria annually.*

1. **Identify the particular high-risk student populations your school will be focused on serving. (A list of the high-risk student populations can be found on the Summary tab of the CDE AEC Application.)**
2. **Be sure your application specifically addresses how your outreach will reach the high-risk student populations required for AEC designation.**
3. **Address how the proposed model will include at least two of the three required elements: a high-quality college and career-ready instruction, programs to build college and career-ready skills, and appropriate supports for students in the first year of postsecondary enrollment. Additionally, please describe how the required elements align to the proposed graduation policy.**
4. **Complete AEC Target Setting Form**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Performance Indicators | Measures/ Metrics | Annual Performance Targets | Interim Measures for 2018-2019 | Progress Monitoring Strategies |
| 2018-2019 | 2019-2020 |
| Student Engagement | Attendance Rate |  |  |  |  |
| Truancy Rate |  |  |  |  |
| Supplemental Measure(s)  |  |  |  |  |
| Postsecondary & Workforce Readiness | Completion Rate |  |  |  |  |
| Dropout Rate |  |  |  |  |
| Mean CO PSAT |  |  |  |  |
| Mean CO SAT |  |  |  |  |
| Supplemental Measure(s)  |  |  |  |  |