**CSI New School Application Template**

**2019 Application Cycle**

***for schools opening in Fall 2020***

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# Applicant Eligibility

An application may be submitted by one or more individuals, or by a nonprofit, governmental, or other entity or organization. Private schools and current non-charter public schools may not apply to CSI through this process.

A governing board must be 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.

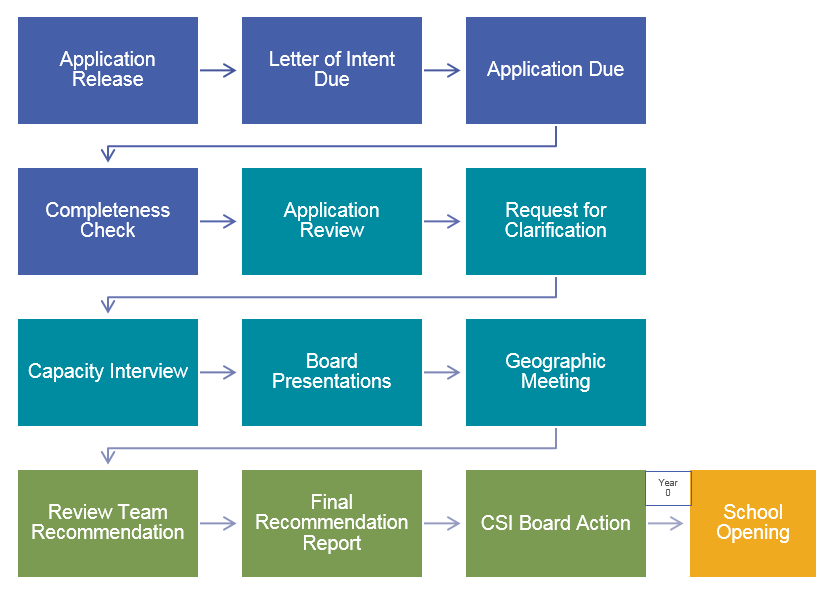
A list of districts with their chartering authority status can be found on the CDE website: [www.cde.state.co.us/cdechart/distauthinfo](http://www.cde.state.co.us/cdechart/distauthinfo). For applicants planning to locate in a district with exclusive chartering authority, please be sure you have already communicated with the geographic district about the potential to seek authorization with CSI. Applicants should have the geographic district’s board resolution approving the release to apply to CSI prior to submitting an application. *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.*

# Application Priorities

CSI’s mission is to foster high quality education options, with a particular focus on at-risk youth. To this end, CSI prioritizes applicants not only proposing to serve high percentages of at-risk students—which includes students eligible for free or reduced price lunch, minority students, English learners, and students with special needs—but also providing compelling evidence that the proposed model will lead to improved student outcomes. In line with this priority, CSI seeks applicants that can effectively address known barriers to access for at-risk youth—including, but not limited to, transportation to and from school and provision of meals during the school day.

# The CSI New School Application Process

The New School Application is intended for applicants who wish to apply for authorization from the Charter School Institute (CSI) as a new charter school. An overview of the new school application process is highlighted below. The application process begins when CSI releases its application materials. It should be noted that prior to the submission of the letter of intent, and even prior to CSI’s release of this year’s application materials, it is expected that the applicant has started the application development process. While not a comprehensive or required list, initial actions typically include communication with CSI, attendance at the CDE Charter School Boot Camp (particularly if the applicant is seeking charter school start up grant funds), and engagement with the new school development team at the Colorado League of Charter Schools.



**Submission of Letter of Intent**

The first formal 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](mailto:janetdinnen@csi.state.co.us).

**Submission of the Application**

All application materials—application, required attachments, applicable addenda, geographic district notification, etc.—must be submitted to CSI. It is strongly recommended that applicants use both the Applicant Checklist and the CSI New School Application Rubric 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 New School Application Narrative by filename and/or document title/page number. CSI may, but is not required to, accept any additional information the applicant provides that is not specifically requested.

**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. CSI is not required to take action on the application if the applicant does not provide the required information within the 15 day period. If the application is deemed complete, the CSI Board has 90 days to act upon the application. Please note that CSI may request additional information during the review period and provide reasonable time for the applicant to respond.

**Request for Clarification**

Applicants will receive a list of questions based on the initial read of the application by the CSI Review Team, which is made up of CSI staff as well as one or more external reviewers. Questions are developed around areas of the application that are unclear or are of concern to one or more members of the CSI Review Team. The Request for Clarification is an opportunity for the applicant to clarify information provided in the application early on in the review process. Applicants will have about a week to respond to the questions in writing. Please note, the Request for Clarification will not be used to ask for missing or incomplete items. Rather, this process is used to clarify information in the already submitted materials.

**Applicant Geographic Meeting**

Applicants will host a geographic meeting in the community of the proposed school, to be determined by the Applicant and communicated with CSI as a CSI representative, serving as a designee of the CSI Board, will be in attendance. The geographic meeting not only serves as an opportunity for applicants to engage the community by sharing information about the proposed school and addressing questions and concerns from the community, but it also fulfills the statutory requirement for CSI to gather public testimony on whether to approve or deny the application and provides an additional opportunity for the CSI Review Team to gather information to inform its recommendation.

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

Applicants will present a short (typically, 7-10 minute) summary of the proposed school to the CSI Board’s Performance Management Committee during a public hearing. The presentation serves as an opportunity for the applicant to provide a high level overview of the proposed school to members of the CSI Board and to interact with members of the CSI Board prior to the CSI Board acting on the application. Following the presentation, there will be an opportunity for members of the Board to ask questions directly of the Applicant.

**Applicant Interview**

The Applicant will be interviewed by the CSI Review Team. The date and time will be finalized once the application has been deemed complete.

The applicant interview will follow a standard question and answer format. The interview serves as another opportunity for the applicant to provide clarification on areas of the application that are unclear or are of concern to the CSI Review Team following the team’s initial read of the application and following the team’s review of the applicant’s responses to the Request for Clarification. Additionally, the capacity interview provides an opportunity for the CSI Review Team to evaluate the Applicant Team’s capacity to implement the proposal with fidelity. The interview may also include hypothetical situations to gauge how the Applicant Team might respond to common challenges. 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’s Performance Management Committee Discussion**

CSI staff will publicly share the report and recommendation with members of the CSI Board at a Performance Management Committee meeting. Applicants will receive a copy of the CSI Review Team’s report and recommendation in advance of the meeting. During this meeting, CSI staff will provide an overview of the recommendation narrative to members of the Performance Management committee and engage in discussion with committee members. Committee members may pose questions to both CSI staff and members of the Applicant Team during the 15-30 minute discussion. Applicants are encouraged to attend in person or to call in to this meeting.

**CSI Board Action**

The CSI Board will consider the report and recommendation from the CSI Review Team and will rule on the application in a public hearing at its regularly scheduled board meeting**.** The CSI Board can vote to approve, conditionally approve, or deny the application. Applicants are encouraged to attend in person or to call in to this meeting.

|  |  |  |
| --- | --- | --- |
| **Summary of the New School Application Process Components** | **Fall Cycle Timeline** | **Spring Cycle Timeline** |
| Letter of Intent Due | Middle of July | Early March |
| Application Due | Early August | End of March |
| Applicant Geographic Meeting | August or September | April or May |
| Applicant Presentation to CSI Board’s PM Committee | Early September | Early May |
| Applicant Interview with CSI Review Team | August or September, Date TBD by Applicant and CSI | April or May, Date TBD by Applicant and CSI |
| CSI Board’s PM Committee Discussion of Recommendation | Early October | Early June |
| CSI Board Action | Middle of October | Middle of June |

# 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.

* **New School Application Narrative**

Unless otherwise noted, Applicants must complete all items in this New School Application Narrative. Please respond directly below each application question. Do not delete any questions or instructions from this document.

* **Required Attachments**

As detailed in the New 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 and New 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 that it is submitting a new school application to CSI to the Board of Education and District Accountability Committee (DAC) of the geographic district in which it is proposing to locate. The Applicant shall provide CSI 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 CSI, in writing, within 30 days of receiving notice from CSI of the submission.

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

For charter schools proposing to locate 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 before the CSI Board can formally consider (i.e. vote on) the application. Documentation of this release should be provided at the time of application. 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).

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. Similarly, Applicants proposing a single- or multi-district online school need not request relinquishment of exclusive chartering authority though they will need to create a memorandum of understanding with each district in which they propose to locate a learning center per CRS 22-30.7-111. All applicants should still provide the geographic district notice of their applications to CSI.

# Application Instructions

The Applicant must address all items within this New School Application Narrative. **Please limit your responses so that the completed version of this New School Application Template document does not exceed 125 pages.** (Please use the automatic page numbers as the bottom of each page as a reference.)

To confirm that the application has been reviewed 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 New 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.

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.

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# Application Checklist

The Application Checklist should be used by the applicant to ensure all sections of the New 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) | |  |  |
| **New School Application Narrative**  Items to be completed that are found within the New School Application Narrative | [Executive Summary](#_Executive_Summary) |  |  |
|  | 1. [Vision and Mission](#_A._Vision_and) |  |  |
|  | 1. [Evidence of Need, Support, and Involvement](#BEvNeed) |  |  |
|  | 1. [Education Program](#_C._Education_Program) |  |  |
|  | 1. [Student Services](#_E._Serving_Students) |  |  |
|  | 1. [Goals, Objectives, and Pupil Evaluation](#_F._Goals,_Objectives,) |  |  |
|  | 1. [Budget & Finance](#FBudgetFinance) |  |  |
|  | 1. [Governance & Leadership](#GGovLead) |  |  |
|  | 1. [Operations](#HOps) |  |  |
| **Required Attachments**  Items to be completed that require the applicant to create separate attachments | [Notice to Geographic District](#_Application_Components) |  |  |
|  | [Geographic District Board Resolution](#_Application_Components) *if applicable* |  |  |
|  | B Letters of Support |  |  |
|  | C Curriculum Development / Alignment *if applicable* |  |  |
|  | C Organizational Chart |  |  |
|  | C Staff Evaluation Process |  |  |
|  | C School Calendar |  |  |
|  | C Student Schedule |  |  |
|  | D Service Provider Agreements *if applicable* |  |  |
|  | F CSI Budget Template |  |  |
|  | G CSI Waiver Request Template |  |  |
|  | G Resumes of Board Members |  |  |
|  | G Board Member Agreement |  |  |
|  | G Board Bylaws |  |  |
|  | G Articles of Incorporation |  |  |
|  | G School Leader Resume *if applicable* |  |  |
|  | H Enrollment Policy |  |  |
|  | H Discipline Policy |  |  |
|  | H Employment Policy |  |  |
|  | H Dispute Resolution Policy |  |  |
|  | H Grievance Policy |  |  |
|  | 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 outline the elements of the application and provide an overview of the proposed school.** *A thorough executive summary should include:*

* *Vision and mission statements including a brief explanation of how they were created*
* *The proposed school’s name, grade levels to be served, proposed region/community served*
* *Student body to be served, such as key demographic data, targeted geographical area, etc.*
* *A description of the need for this school and the support garnered to date*
* *A short explanation of the key programmatic features the school will implement in order to accomplish its vision and mission*
* *Any other unique features, such as a non-traditional school year, longer school day, key partner organizations, multiple campuses, school culture, etc.*

# A. Vision and Mission

**1. Include vision and mission statements that provide a clear, focused, and compelling purpose for the school that is measurable and focused on educational outcomes. The application, in its entirety, should reflect the vision and mission.**

# B. Evidence of Need, Support, and Involvement

***Target Student Population***

**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.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **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** |  |  |  |  |  |

**2. Please provide the rationale for how the projected enrollment and the matriculation plan were determined as well as the minimum enrollment the school could sustain without sacrificing its mission and program.** *Applicants should ensure projected enrollment is a reflection of community need (which may include use of intent to enroll, capacity of existing schools in the local community, etc.).*

**3. Please describe the target student population you are proposing to serve by completing the following table. Please include the demographics of the district in which you are proposing to locate as a point of comparison and, if appropriate, nearby districts.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Year** | **% Minority** | **% Free or Reduced Lunch Eligible** | **% Special Education** | **% English Learner** | **% Gifted/ Talented** |
| **Anticipated Demographics** |  |  |  |  |  |
| **Demographics of the Geographic District** |  |  |  |  |  |
| **Demographics of District \_\_\_\_\_** |  |  |  |  |  |

***Existing Performance & Educational Options***

**4. Please describe the educational options currently available to your target population.**

*In your description of existing options, applicants should:*

* *Consider all existing schools in the local community*
* *Consider programmatic offerings and other characteristics of local schools*
* *Describe the extent to which existing schools have capacity to serve additional students*

**5. Please describe the overall academic performance (including academic achievement, academic growth, and postsecondary and workforce readiness) of schools located near the proposed school and the geographic district overall.**

*This description should include:*

* *How existing options are performing, including a review of achievement, growth, postsecondary readiness (if applicable)*
* *Overall school performance and the performance of subgroups (minority, free/reduced lunch eligible, English learners, special education, gifted/talented)*
* *A focus on the specific geographic area, student population, and grade level(s) that the applicant proposes to serve*

**6. Please describe the extent to which the school will provide an educational option that substantially differs from the educational opportunities provided by existing schools of the local community that have capacity to accommodate additional students.**

*Applicants should consider:*

* *Factors such as academic and non-academic programming, curriculum and instruction, academic performance, etc.*
* *Capacity of existing schools to support the target population*

***Evidence of Support***

**7. Please describe the outreach conducted by the applicant to raise awareness about the proposed school within the local community and with families.** *Within this description, please be sure to describe the school’s existing outreach and recruitment of students whose race, gender, and ethnicity reflect the demographics of the community that the charter school intends to serve as well as future plans for outreach.*

**8. Please complete the table below to summarize the Letters of Intent to Enroll (LOI) received to date.**

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

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

**9. If you have received additional LOI’s that are not included in the above table, provide a summary of other LOI’s here.** *If all LOI’s received are included in the above table, you do not need to provide a response here.*

**10. Please the community support received to date.** *If you have letters of support you would like to include, please include them as attachments to your application. The filename(s) should begin with “B\_LetterofSupport\_” and end with wording to help differentiate letters if you are submitting more than one file.*

***Opportunities for Parent/Community Involvement***

**11. Describe the expectations and plans for ongoing parent and community involvement in the school, including plans for parental involvement in governance and operations.**

# C. Education Program

*Curriculum*

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

*This description should include:*

* *A 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 either already aligned to the state model content standards or will be aligned within the first year of operation. If the former, please provide details of this in the description. If the latter, include a timeline, benchmarks, or process for monitoring progress and save the attachment with a filename of “C\_CurriculumAlignment.”*
* *How the curriculum objectives, content, and skills are/will be aligned horizontally and vertically.*
* *Plans for 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 the plans for meeting the state’s graduation requirements, including implementation of the Individual Career and Academic Plan (ICAP).*

*If the curriculum has yet to be developed, this description should also include details regarding the following: position(s) responsible for development the curriculum, the timeline for development, and the necessary resources (financial and otherwise).*

*Instruction*

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.*

*Staffing*

1. **Include a description of the school’s organizational structure and staffing plan that allows for full implementation of the curriculum, including details about staff qualifications and in-field requirements, and the schools operations.** *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 timeline and process. 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 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 |
| Staff Evaluation Process | Include the process the school will use for staff evaluation that aligns with the intent of SB 10-191. | C\_StaffEvaluation |

*Calendar and Schedule*

1. **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** |
| 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 |

# D. Student Services

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.**
2. **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 and should demonstrate a general understanding of legal requirements. Please respond to these items for each subgroup identified below (a-e). Clearly describe what a day in the life of a student receiving these services will look like.**
3. **Students identified as at-risk**
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. **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.** *If applicable, please attach any secured agreements or MOUs to the application. Please save the file as “D\_ServiceProviderAgreements.”*
9. **Detail how the budget will align with required resources to support special populations.** *The description should include:*
   * *The student plan management system to house student plans,*
   * *Curricula and instructional materials, and*
   * *Necessary staffing and training needed to serve special populations.*

*Please also not that 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.*

1. **Describe the plan for how your school will 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.***If applicable, please attach any secured agreements or MOUs to the application. Please save the file as “D\_ServiceProviderAgreements.”*

# E. Goals, Objectives, and Pupil Evaluation

*In this section, the applicant should describe its plan for an appropriate, consistent, clear, and measurable accountability system*

**1. Please summarize the school’s goals.**

**2. Please use the CSI Baseline Targets Template below to identify the student performance targets the school expects to achieve, interim assessments used to monitor progress, and any other progress monitoring strategies.**

*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** |
|  |  |
| **Academic Achievement** | CMAS English Language Arts (3rd-8th) | Mean Scale Score | All Students |  |  |  |  |
| English Learners |  |  |  |  |
| Free/Reduced-Price Lunch Eligible |  |  |  |  |
| Minority Students |  |  |  |  |
| Students with Disabilities |  |  |  |  |
| CMAS Mathematics (3rd-8th) | Mean Scale Score | All Students |  |  |  |  |
| English Learners |  |  |  |  |
| Free/Reduced-Price Lunch Eligible |  |  |  |  |
| Minority Students |  |  |  |  |
| Students with Disabilities |  |  |  |  |
| CO PSAT Evidence-based Reading & Writing (9th-10th) | Composite Mean Score | All Students |  |  |  |  |
| English Learners |  |  |  |  |
| Free/Reduced-Price Lunch Eligible |  |  |  |  |
| Minority Students |  |  |  |  |
| Students with Disabilities |  |  |  |  |
| CO PSAT Mathematics (9th-10th) | Composite Mean 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 English Language Arts | Median Student Growth Percentile | All Students |  |  |  |  |
| English Learners |  |  |  |  |
| Free/Reduced-Price Lunch Eligible |  |  |  |  |
| Minority Students |  |  |  |  |
| Students with Disabilities |  |  |  |  |
| CMAS Mathematics | Median Student Growth Percentile | All Students |  |  |  |  |
| English Learners |  |  |  |  |
| Free/Reduced-Price Lunch Eligible |  |  |  |  |
| Minority Students |  |  |  |  |
| Students with Disabilities |  |  |  |  |
| CO PSAT/SAT Evidence-based Reading & Writing (9th-11th) | Median Student Growth Percentile | All Students |  |  |  |  |
|  |  | English Learners |  |  |  |  |
|  |  | Free/Reduced-Price Lunch Eligible |  |  |  |  |
|  |  | Minority Students |  |  |  |  |
|  |  | Students with Disabilities |  |  |  |  |
| CO PSAT/SAT Mathematics (9th-11th) | 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** | CO SAT Evidence-based Reading & Writing (11th) | Composite Mean Score |  |  |  |  |  |
| CO SAT Mathematics (11th) | Composite Mean Score |  |  |  |  |  |
| Graduation Rate | % of Students Graduating |  |  |  |  |  |
| Dropout Rate | % of Students Dropping Out |  |  |  |  |  |
| Matriculation Rate | % of Students Matriculating |  |  |  |  |  |
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| **Optional Mission-Specific Measures** | Measure 1: | Metric 1: |  |  |  |  |
| Measure 2: | Metric 2: |  |  |  |  |
| Additional Measure(s): | Additional Metric(s): |  |  |  |  |

**3. Complete the Assessment Matrix below, documenting all school-selected and state-required diagnostic, formative, and summative assessments that will be administered at the school in order to measure student progress towards the above stated goals.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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 |
| ACCESS for ELLs | English |  |  |  |  |
| CMAS |  |  |  |  |  |
| PSAT |  |  |  |  |  |
| SAT |  |  |  |  |  |
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**4. Provide a description of the procedures for taking corrective action in the event that pupil performance falls below the goals and objectives.** *The description should include:*

* *The school’s plan for identifying and reducing the academic achievement gaps among its student populations*
* *How data will be used to inform areas such as professional development, instruction, and teacher evaluations*
* *A corrective action timeline, the responsible person, and possible changes to be considered as appropriate*

# F. Budget and Finance

**1. Provide details of how the 6 year budget aligns with the proposed execution of the school’s mission. Please discuss staffing, curriculum, professional development, and technology.**

**2. Provide details regarding finance staff and financial policies and procedures that will ensure best practices in budget preparation, cash receipts, purchasing, accounts payable, adjusting entries, and contracts.**

**3. 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.**

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

**5. Provide detailed assumptions for all donations, private grants, student fees, and foundation revenue.**

**6. Provide detailed assumptions for professional, technical, and consulting services expenditures.**

**7. Provide detailed assumptions for liability, property, and other applicable insurance coverage.** *The description should address:*

* *Coverage, which should include, at a minimum, workers’ compensation, liability insurance, and insurance for the school’s facility and its contents.*
* *Rates for said coverage*

**8. Provide an explanation of how restricted grant funding will be spent.**

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

**10. 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.**

**11. Provide a contingency plan to mitigate the impact of decreased funding or increased expenditures.**

**12. Complete the** [**CSI Budget Template**](http://www.csi.state.co.us/UserFiles/Servers/Server_2345071/File/Charter%20Applicants/New%20School/Spring%202017/CSI%20Budget%20Template%20January%202017.xls) **and include as an attachment. Save the attachment as an Excel file saved as “F\_Budget.”**

# 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 New 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. “Finance” and “legal” competencies have been listed as a starting point; applicants are expected to include additional competencies as appropriate.*
* *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.*

**2. Provide a description of how and when the existing governing board was formed and how members were identified.** *Please be sure to address:*

* *The nature and extent of parental, professional educator, and community involvement in the governance and operation of the proposed school.*

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. **Describe the length of board terms, a summary of board officers and their roles, how often the board will meet, the key expectations for board members, as well as the dismissal policies and procedures for board members.**
4. **Describe the board training that has been conducted to date.**
5. **Provide a plan for ongoing board training, capacity building, self-evaluation, and succession planning. Please include a discussion of funding and time allocations, as well as evaluation tools.**
6. **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). If the board is not formally meeting at this time, please identify when the board plans to start meeting formally and operating in accordance with the Colorado open Meeting Law.**
7. **Complete the CSI Waiver Request Template a waiver of rule, law, or policy and include as an attachment. Please save the attachment as “G\_WaiverRequests.” The template and sample with commonly-requested waivers are available** [**here.**](https://resources.csi.state.co.us/waivers/)
8. **Include the following board materials 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** |
| Resumes of 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 is signed by all board members and addresses conflicts of interest | G\_BoardAgreement |
| Board bylaws | Should specify board size, length of term, board election process, membership requirements (parental, community, expertise) if any. Additionally, bylaws should have a Conflict of Interest provision. | G\_Bylaws |
| Articles of Incorporation |  | G\_ArticlesOfIncorporation |

***Leadership***

**11. Detail the responsibilities of the school leader as well as the skills, qualifications, and characteristics of your ideal school leader.**

**12. Provide a detailed description of the leadership recruitment and selection timeline and process***.*

* *If a school leader has already been identified, please summarize the process used to identify the proposed school leader as well as how the proposed school leader meets the skills, qualifications, and characteristics listed above. Please attach a resume of the selected school leader and save the file as “G\_SchoolLeader\_Resume.”*
* *If a head of school is not currently selected, provide a detailed description of the timeline for recruiting and selecting the school leader as well as the proposed start date.*

**13. Include details about the timeline and process the board will use to evaluate the school leader that aligns with the intent of SB 10-191.**

# H. Operations

1. **Describe how data will be maintained at the school to ensure accurate reporting that complies with state and federal reporting requirements.** *Specifically address:*
   * *The data system or systems (i.e. student information system, plan management system, HR system) that will be used to maintain student and staff level data. (Data includes student demographic information, enrollment and completion information, coursework and grades, attendance, and behavior)*
   * *The staff/position(s) responsible for maintaining and updating the systems as well as the the staff/position(s) responsible for entering data into the systems*
   * *The proposed training (contracted vs. in-house training) to ensure proper setup and use of the system(s).*

**2. Please include the following as attachments.**

|  |  |  |
| --- | --- | --- |
| **Required Attachments** | **Notes of what should be included in each attachment** | **Naming Convention for Saving Each Attachment** |
| 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.  If intending to apply for the [Colorado Charter Schools Program Grant (CCSP)](https://www.cde.state.co.us/cdechart/grantprograms), please be sure to comply with lottery and enrollment requirements listed as part of the Request for Proposals. | H\_Policy\_Enrollment |
| Discipline policy | Include the school’s discipline policy, which addresses, among other things, suspension and expulsion. Policy should align with state law and that provide adequately for the safety of students and staff, provide a level of due process for students that, at a minimum, complies with the requirements of IDEA, and explain how the school will provide expelled students with alternative education, if applicable. | H\_Policy\_SuspensionExpulsion |
| Employee Policy | An explanation of the relationship that will exist between the proposed charter school and its employees (at-will vs. contract) and the proposed charter school's employment policies or intent of policies and a plan for the timely development of employment policies | H\_Policy\_Employee |
| Grievance Policy | Consistent with the [CSI Grievance Policy](http://www.boarddocs.com/co/csi/Board.nsf/goto?open&id=APE75517E411), the Grievance Policy should clearly describe the grievance process, provide a multi-tiered process for grievances, and describe the board’s role in resolving complaints. A sample grievance policy is available [here](https://resources.csi.state.co.us/sample-grievance-policy/). | H\_Policy\_Grievance |
| Dispute Resolution Process | A policy for addressing disputes that may arise between the charter school and authorizer as outlined in CRS 22-30.5-107.5. | H\_DisputeResolution |

***Facilities***

* + - 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. Identify roles (school staff, board members, contractors, etc.) that will be responsible for overseeing this work.**

***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 check which of the following options the proposed school will follow with regards to transportation. 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, including factors considered when making this decision. Provide a description of the alternative transportation options families may use to access the school with a particular focus on at-risk students.**

**\_\_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 identify which of the following options the proposed 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.**

**Provide a rationale for why the Applicant is not proposing to provide food services, including factors considered when making this decision.**

**\_\_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

*The online school addendum should be completed if the school is proposing to be an online school as defined on the CDE website.*

**If the school intends to be a multi-district online school, the Applicant should submit its written plan for compliance with the Quality Standards for Online Schools and Programs, which is included in the** [**Multi-District Online Schools document**](https://www.cde.state.co.us/onlinelearning/events)**, as an addendum to the application.**

**\_\_This school is proposing to be an online school. This addendum is included in the application packet.**

**\_\_Not Applicable**

## Addendum II: Education Management Provider, Collaborative, Network, 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. A Network is a charter school which subsequently organizes an additional school or schools pursuant to the charter school network statutory authority (22-30.5-104.7, C.R.S.). A charter school network is responsible for governance, oversight, and monitoring of compliance and performance for each school, as required by the charter contract or contracts and by applicable state or federal laws. 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 the proposed relationship between charter board and provider as well as 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. Length of the contract
   5. Conditions for contract renewal and termination
   6. Information around which staff will be hired and terminated by the provider, report to the provider, or will be paid by the provider
   7. 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.

**\_\_This school is proposing to contract with a provider. This addendum is included in the application packet.**

**\_\_Not Applicable**

## 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  2019-2020 | Progress Monitoring Strategies |
| 2019-2020 | 2020-2021 |
| Student Engagement | Attendance Rate |  |  |  |  |
| Truancy Rate |  |  |  |  |
| Supplemental Measure(s) |  |  |  |  |
| Postsecondary & Workforce Readiness | Completion Rate |  |  |  |  |
| Dropout Rate |  |  |  |  |
| Mean CO SAT |  |  |  |  |
| Supplemental Measure(s) |  |  |  |  |

**\_\_This school is proposing to be an AEC. This addendum is included in the application packet.**

**\_\_Not Applicable**