



## Office of School Choice

# 2024-25 Charter Application Process

## BESE Authorized Evaluation Rubric Standards

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The Charter Request for Applications Evaluation Rubric is used as a guide for reviewing and evaluating charter applications by the third-party independent evaluator. Guidelines regarding the utilization of this rubric:

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

The Charter Application Evaluation Rubric includes two sets of standards:

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

## Holistic Standards

When evaluating the evidence provided by charter applicant groups, the third-party evaluator will evaluate the following holistic standards in addition to the standards within each section. The third-party evaluator will identify evidence on the holistic standard at each stage of the application process. The third-party evaluator's final recommendation will consider both the holistic standards and the standards that apply to specific sections of the application and performance tasks.

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

The rest of this document outlines the new operator and experienced operator standards that the third-party evaluator will use to evaluate charter applications submitted to BESE. Local authorizers may use these standards to guide their review of applications.

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

## Experienced Operator Application Standards

Executive Summary		
Question #	Question	Evaluation Standard
ES.1	<p><b>Mission and Vision.</b> State the mission and vision of the proposed school. The mission is a statement of the fundamental purpose of the school, describing why it exists. The vision statement outlines how the school will operate and what it will achieve in the long term. The mission and vision statement provide the foundation for the entire proposal. The mission and vision statement, taken together, should:</p> <ol style="list-style-type: none"> <li>Identify the students and community to be served;</li> <li>Illustrate what success will look like; and</li> <li>Align with the purposes of the state charter school law (<a href="#">Louisiana R.S. 17:3972</a>).</li> </ol>	<ol style="list-style-type: none"> <li>The school’s mission is outlined in a clear statement that defines the fundamental purpose of this school and why it should exist in alignment with state charter school law (<a href="#">Louisiana R.S. 17:3972</a>).</li> <li>The school’s vision is outlined in a clear statement that describes how the school will operate and the long-term impacts it will achieve to be successful.</li> </ol>
ES.2	<p><b>Anticipated Student Population and Educational Need.</b></p> <ol style="list-style-type: none"> <li>Describe the community in which the school will be located (including physical address, if known, and jurisdiction) and anticipated student population the school seeks to serve.</li> <li>Based on your outreach, research, and understanding of the community and students you seek to serve, what are the main challenges to the success of the students in the community you seek to serve? What does your proposed school intend to do to address these challenges?</li> </ol>	<ol style="list-style-type: none"> <li>The applicant group describes the community and student population the school seeks to serve (e.g., demographics, jurisdiction, and educational needs).</li> <li>Using evidence, the applicant group clearly articulates the main challenges to student success in the community in which the school seeks to locate.</li> </ol>
ES.3	<p><b>Education Plan.</b> Provide an overview of the education program of the proposed school, including major instructional</p>	<ol style="list-style-type: none"> <li>The applicant group provides a concise overview of the proposed educational program.</li> </ol>

	<p>methods.</p> <ol style="list-style-type: none"> <li>Specify the grade levels to be served each year for the full term of the contract;</li> <li>Provide the minimum and maximum enrollment per grade level per year for the term of the contract;</li> <li>Summarize what the proposed school would do more effectively than the schools that are now serving the targeted population;</li> <li>If virtual, please see the addendum for additional questions.</li> </ol>	<ol style="list-style-type: none"> <li>The applicant group projects enrollment per grade level, per year, for the contract term.</li> <li>The applicant group provides a rationale for seeking to serve the identified student population.</li> </ol>
ES.4	<p><b>Impact.</b> Explain how the proposed program will positively impact student outcomes.</p>	<ol style="list-style-type: none"> <li>The applicant group describes how their proposed program will positively impact student outcomes.</li> </ol>
ES.5	<p>Applicant groups that have submitted charter applications to the Louisiana Department of Education previously, list the dates of previous submissions.</p> <ol style="list-style-type: none"> <li>Explain how you have taken the feedback from previous evaluations to reflect and revise the application.</li> <li>Address the deficiencies identified in the most recent evaluation and describe the changes made.</li> <li>Describe any changes to board leadership or school leadership since the most recent application.</li> </ol>	<ol style="list-style-type: none"> <li>The applicant group demonstrates the ability to continually improve between application cycles by identifying key deficiencies in the prior application(s) and explaining how they were improved upon.</li> </ol> <p>*Submissions to the local district as a Type 1, 3, or 3b may be included in your explanation.</p>
<b>Educational Program and Capacity: School Establishment</b>		
Question #	Question	Evaluation Standard
EPC.6	<p>Provide a narrative analysis of the community you seek, highlighting elements critical to success in serving the intended population.</p> <ol style="list-style-type: none"> <li>Provide the applicant’s rationale for selecting the community;</li> </ol>	<ol style="list-style-type: none"> <li>The applicant group provides a clear rationale for selecting the community based on community demographics and educational needs.</li> <li>The applicant group provides evidence that the proposed school will be able to more effectively serve the community</li> </ol>

	<ul style="list-style-type: none"> <li>b. Performance of local schools in the community that serve a similar student population;</li> <li>c. How the proposed school would serve the community you seek to serve more effectively than the schools that are now serving the intended community; and</li> <li>d. Explanations of any partnerships or contractual relationships central to the school's operations or mission.</li> </ul>	<p>than the options that currently exist.</p> <ul style="list-style-type: none"> <li>3. The applicant groups clearly explains any partnerships or contractual relationships regarding the proposed school's operations or mission.</li> </ul>
EPC.7	<p>Provide an overview of the student population you anticipate serving based on the local demographics in the proposed school, which includes:</p> <ul style="list-style-type: none"> <li>a. Racial and socioeconomic demographics;</li> <li>b. Percentage of special education students;</li> <li>c. Percentage of English Learners; and</li> <li>d. Percentage of homeless students.</li> </ul>	<ul style="list-style-type: none"> <li>1. The applicant group provides an overview of the proposed student population, including the anticipated racial and socioeconomic demographics, percentage of special education students, percentage of English Learners, and percentage of homeless students.</li> </ul>
EPC.8	<p>Provide a narrative description of the way in which stakeholders in the intended community were engaged regarding the proposed charter school, the depth of support from the community stakeholders, as well as any opposition to the school.</p> <ul style="list-style-type: none"> <li>a. Description of the stakeholders engaged and</li> <li>b. Strategies used to solicit community input regarding the educational and programmatic needs of students and the plan to meet those needs.</li> </ul>	<ul style="list-style-type: none"> <li>1. The applicant group provides evidence that a range of stakeholders (e.g., students, parents/caregivers, teachers, school staff, community leaders, local government officials, and/or social services) were engaged in the charter application development process. Engagement of parents/caregivers as a stakeholder group is required.</li> <li>2. The applicant group provides specific information regarding the strategies used to solicit community input throughout the process of developing the charter application.</li> </ul>
<b>Appendix 1</b>	<p><i>Provide a description of support for the proposed school from community stakeholders, including a candid analysis of the depth of support and</i></p>	<ul style="list-style-type: none"> <li>1. The applicant group provides documentation signifying evidence of community support. Documentation (e.g., letters of support from community stakeholders, emails with evidence of</li> </ul>

	<p><i>opposition to the school. Submit documents that provide evidence of community support (e.g. letters of support from community stakeholders, emails with evidence of support, engagement sign-in sheets, and/or survey results. Please refrain from submitting signed petitions.) Include a cover sheet with a table that identifies page number and a brief description of the document.</i></p>	<p>support, sign-in sheets, and/or survey results) must include evidence of parent/caregiver support.</p>
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**Educational Program and Capacity: Academic Plan**

Question #	Question	Evaluation Standard
EPC.9	<p>Provide a clear and concise overview of the proposed school model, highlighting the key design elements of the school model critical to its success in serving the intended student population, including:</p> <ol style="list-style-type: none"> <li>a. The key design elements that reflect the school’s mission and vision;</li> <li>b. A clear rationale for the school model and key design elements, citing research and evidence of success for improving academic achievement with similar student populations, or for innovative or untested models, a strong rationale for the likelihood of success; and</li> <li>c. Any differences in the proposed school model from existing schools operated by the non-profit organization.</li> </ol>	<ol style="list-style-type: none"> <li>1. The applicant group includes a clear and concise overview of the proposed school model, including descriptions of the key design elements that align with the academic plan and the proposed school’s mission and vision.</li> <li>2. The applicant group provides a clear rationale for the selection of the given school model and key design elements based on either:               <ol style="list-style-type: none"> <li>a. A track record of success with similar student populations (proven models)</li> </ol> <p>OR</p> <ol style="list-style-type: none"> <li>b. Evidence-based justification that the proposed model is likely to be successful (innovative, untested models).</li> </ol> </li> <li>3. The applicant group provides an overview of existing schools in their portfolio and details key elements that differentiate the proposed school.</li> </ol>
EPC.10	<p>In Louisiana, charter schools are able to select their own curriculum and purchase instructional materials that are best for their students.</p> <ol style="list-style-type: none"> <li>a. Provide evidence that the selected curriculum meets Louisiana grade progression and ultimately graduation requirements and sets students up to master Louisiana State Standards.</li> </ol>	<ol style="list-style-type: none"> <li>1. The applicant group identifies the <a href="#">core curriculum</a> that will be utilized and provides evidence of the selected curricula meeting grade progression, grade level standards, and state graduation requirements.</li> <li>2. The applicant group provides evidence that the selected curriculum adheres to quality indicators on the state instructional materials review <a href="#">rubrics</a>.</li> <li>3. If the proposed charter school will implement a specialized</li> </ol>

	<ul style="list-style-type: none"> <li>b. Provide evidence that the selected curriculum aligns to quality indicators of the instructional materials review rubrics.</li> <li>c. If applicable: Provide a narrative description of the materials that will be used to teach other content that is critical to the mission/vision of the school if the school has a specific academic focus (e.g., STEM).</li> </ul>	<p>academic model: The applicant group provides a narrative description of the specialized curriculum that will be implemented and explains how students will demonstrate proficiency in the specialized areas of the academic model (e.g., STEM).</p>
<p>EPC. 11</p>	<p>Provide a detailed hybrid learning plan that includes the following:</p> <ul style="list-style-type: none"> <li>a. Circumstances under which this plan would be implemented;</li> <li>b. A plan to acquire and disseminate technology to students;</li> <li>c. A plan to track and monitor attendance in a virtual setting;</li> <li>d. Identification of the Learning Management System (LMS) to be employed;</li> <li>e. A plan to provide training and technical support on the LMS to staff, families, and students; and</li> <li>f. A plan to communicate with staff, families, and students virtually.</li> </ul>	<ol style="list-style-type: none"> <li>1. The applicant group provides a logical, feasible, and comprehensive plan to implement a hybrid learning model when necessary.</li> <li>2. The circumstances under which a hybrid model would be implemented are clearly defined.</li> <li>3. The applicant group has a feasible plan to acquire and disseminate technology in the event a hybrid model is implemented.</li> <li>4. The applicant group explains how student attendance will be tracked and monitored, including attendance notifications to parents about their children.</li> <li>5. The applicant group defines technical support that will be afforded to students and families regarding the LMS and student access to the virtual environment.</li> <li>6. The applicant group outlines the communication plan for students, families, and staff during the implementation of a hybrid learning model.</li> </ol> <p>*Standard not applicable to applicants applying as a virtual operator (refer to virtual operator addendum).</p>

Educational Program and Capacity: Academic Goals		
Question #	Question	Evaluation Standard
EPC.12	<p>List and provide a detailed description of the charter school’s measurable academic goals aligned to LEAP 2025, ACT, and graduation rate (as applicable) reflecting where the school envisions itself academically for each of the first five years of operation taking into consideration the proposed student population, including:</p> <ol style="list-style-type: none"> <li>How the proposed school will establish baseline data;</li> <li>A plan for collecting data in accordance with R.S. 17:3911;</li> <li>A plan to establish student performance goals; and</li> <li>Core components of professional development and how these components will support effective implementation of the educational program.</li> </ol>	<ol style="list-style-type: none"> <li>The applicant group provides a list and description of the charter school’s measurable academic goals for each year of the first five years of operation and how they are aligned to LEAP 2025, ACT*, and graduation rate*.</li> <li>The applicant group provides a clear plan that outlines the methods and frequency by which student data will be collected.</li> <li>The applicant group describes a data-driven decision-making process to inform student performance goals.</li> <li>The applicant group explains the plan for providing professional development to faculty and staff on analyzing and responding to data.</li> </ol>
Educational Program and Capacity: Louisiana Accountability System-Academic Performance		
Question #	Question	Evaluation Standard
EPC.13	<p>In your overview template, you provided performance data on the schools your organization currently operates or has previously operated. Provide a narrative explaining the performance data, including:</p> <ol style="list-style-type: none"> <li>Explanation of performance deficiencies;</li> <li>Explanation of subgroup performance;</li> <li>Identification of which school performance scores do not meet the requirement for additional schools as outlined in Bulletin 126;</li> <li>Strategies used to remedy performance</li> </ol>	<ol style="list-style-type: none"> <li>The applicant group provides a comprehensive narrative explanation of performance data including a description of all known performance deficiencies, the current and historical status of subgroup performance, and specific information about schools that fall below Bulletin 126 requirements and why they do not meet the bar.</li> <li>The strategies used to remedy performance deficiencies, as described by the applicant group, address each performance deficiency and the applicant group’s track record demonstrates growth toward correcting similar performance deficiencies.</li> </ol>



	<p>deficiencies and subsequent progress; and</p> <p>e. Describe how data supports creation/replication of proposed new school, as well as how the operator will improve performance in areas where needed.</p>	<p>3. If single-site currently: The current school managed by the non-profit board meets the academic expectations for operators according to BESE Bulletin 126 or provides a thorough explanation of the growth towards meeting expectations and timeline to do so.</p> <p>4. The applicant provides a description of school performance of comparable* schools within the ESP’s portfolio, to include:</p> <p><i>Currently operating in Louisiana:</i> School Performance Score (SPS)and Progress Index Equivalent; OR <i>Not currently operating in Louisiana:</i> State achievement and growth scores.</p> <p>* comparable school- school serving similar population and the grade levels as the intended school.</p> <p>5. The applicant provides an analysis demonstrating portfolio performance that supports the creation/replication of the proposed new school.</p> <p>6. For areas indicated in need of improvement, the applicant submits an analysis of under-performance and plans for remediation.</p>
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**Educational Program and Capacity: Assessments**

Question #	Question	Evaluation Standard
EPC.14	<p>Describe the primary diagnostic, formative, and summative assessments the school will use to evaluate student knowledge and skills. This response should:</p> <p>a. Describe each assessment’s purpose, design, format, and rationale for its selection;</p> <p>b. Describe how the school will collect and</p>	<p>1. The applicant group provides a clear description of each primary diagnostic, formative, and summative assessment the proposed school will use to evaluate student knowledge, including the purpose, design, and format of each.</p> <p>2. If adopting or developing additional academic standards beyond state and authorizer standards: The applicant group provides a clear description of the standards the proposed school will use to evaluate student knowledge.</p>

	<p>analyze assessment results;</p> <p>c. If adopting or developing additional academic standards beyond state and authorizer standards, explain the types of standards (content area), the development process, and how these additional standards exceed the state and authorizer standards;</p> <p>d. Provide exit standards that clearly set forth what students will know and be able to do;</p> <p>e. Describe how the school will collect and analyze assessment results; and</p> <p>f. Describe how instructional leaders and teachers will use the assessment data to inform programmatic and instructional planning decisions and adjust instruction, curricula, and professional development.</p>	<p>3. If adopting or developing additional academic standards beyond state and authorizer standards: Provide exit standards each student should be able to meet upon conclusion of grade level/content area.</p> <p>4. The applicant group clearly articulates the process and frequency by which assessment data will be collected and analyzed.</p> <p>5. The applicant group describes a data-driven decision-making process that informs all crucial aspects of the school’s proposed model including instructional and programmatic offerings, curricular choice, and professional development opportunities.</p>
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**Educational Program and Capacity: Diverse Learners and Student Supports**

Question #	Question	Evaluation Standard
EPC.15	<p>Discuss the school’s plans for identifying and successfully serving students with disabilities (SWDs), English Language Learners (ELs), students who are academically behind, and students who are academically advanced in order to comply with applicable laws and regulations.</p>	<p>SWD:</p> <ol style="list-style-type: none"> <li>1. The plan includes:               <ol style="list-style-type: none"> <li>a. Procedures for the identification of student disabilities (LA. Bulletin 1508).</li> <li>b. Creation and implementation of Individualized Education Plans (IEPs) that align with grade level skills (LA Bulletin 1530).</li> <li>c. Description of how student performance will be used to personalize instruction is included.</li> <li>d. Monitoring of student progress in accordance with student IEPs.</li> </ol> </li> <li>2. The applicant group outlines clear steps that will be taken as corrective action should data suggest that subgroup disproportionality and/or over-identification have occurred.</li> </ol>

		<p>ELs:</p> <ol style="list-style-type: none"> <li>1. The plan includes: <ol style="list-style-type: none"> <li>a. Procedures for the identification of students as English Language Learners (<a href="#">EL Guidebook</a>).</li> <li>b. Service delivery model</li> <li>c. English Language Development (ELD) Curriculum supplemented to standard curriculum for instruction and support</li> <li>d. Creation and implementation of Individualized Learning Plan (ILP).</li> <li>e. Monitoring student performance in accordance with ILPs</li> </ol> </li> <li>2. The applicant group outlines clear steps that will be taken as corrective action should data suggest that subgroup disproportionality and/or over-identification have occurred.</li> </ol> <p>Academically Behind:</p> <ol style="list-style-type: none"> <li>1. The plan includes: <ol style="list-style-type: none"> <li>a. Plan for monitoring student progress in accordance with student intervention plans.</li> <li>b. Identification of instructional materials to be utilized for intervention support.</li> </ol> </li> <li>2. The applicant group outlines clear steps that will be taken as corrective action should data suggest that subgroup disproportionality and/or over-identification have occurred.</li> </ol> <p>Academically Ahead (<i>Only if planning to offer a Gifted/Talented program</i>):</p> <ol style="list-style-type: none"> <li>1. The plan includes: <ol style="list-style-type: none"> <li>a. Procedures for the identification of student abilities (LA Bulletin 1508).</li> <li>b. Creation and implementation of Individualized Education Plans (IEPs) (LA Bulletin 1530).</li> <li>c. Description of how student performance will be used to personalize instruction is included.</li> </ol> </li> </ol>
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		<p>d. Monitoring of student progress in accordance with student IEPs.</p> <p>2. The applicant group outlines clear steps that will be taken as corrective action should data suggest that subgroup disproportionality and/or over-identification have occurred.</p>
<b>Educational Program and Capacity: Behavior Management</b>		
<b>Question #</b>	<b>Question</b>	<b>Evaluation Standard</b>
EPC.16	<p>Describe the school’s approach to student discipline, behavior intervention, and classroom management. Highlight key policies, systems, and structure related to these areas, including:</p> <ol style="list-style-type: none"> <li>a. Describe how the school will communicate its approach and related policies to students and families;</li> <li>b. Explain interventions and consequences the school will use as alternatives to exclusionary discipline;</li> <li>c. Explain how the school will protect the rights of students with exceptionalities in disciplinary actions; and proceedings;</li> <li>d. The system the school will use to monitor the suspension and expulsion and the approach that will be taken if data suggests disproportionate or over-identification of any sub group; and</li> <li>e. The supervision plan for the alternate setting of suspended/expelled students.</li> </ol>	<ol style="list-style-type: none"> <li>1. The applicant group provides a detailed overview of the proposed school’s intended approach to student discipline, behavior intervention, classroom management, and the process by which students and families are made aware of these policies on, at minimum, an annual basis.</li> <li>2. The proposed school’s discipline policies clearly outline the interventions and consequences that the school will use as an alternative to suspension or expulsion.</li> <li>3. The proposed school’s policies protect and outline a student’s right to due process and the process by which a student or family may appeal the school’s decision to expel a student.</li> <li>4. The applicant group has a plan for the ongoing review of student data to protect against disproportionate suspension or expulsion of students belonging to historically marginalized subgroups and provides clear steps that will be taken as corrective action should data suggest that subgroup disproportionality has occurred.</li> <li>5. The applicant group has a detailed plan for the alternate setting of suspended/expelled students.</li> </ol>
<b>Appendix 2</b>	<p>Provide a draft <a href="#">School Model Master Plan</a> (in accordance with <a href="#">RS 17:252</a>)</p>	<ol style="list-style-type: none"> <li>1. The applicant group describes the plan for positive behavior support, safe school planning, parental and community involvement, inter-agency cooperation, student records, Families in Need of Services (FINS), and statement of compliance in their School Model Master Plan.</li> </ol>

Educational Program and Capacity: Parent and Community Engagement		
Question #	Question	Evaluation Standard
EPC.17	How will the school engage parents/guardians and the community once it's open, including: <ol style="list-style-type: none"> <li>How the school will build strong family-school partnerships to engage parents/guardians throughout the life of the charter; and</li> <li>Formalized mechanisms to ensure parents/guardians and the community are involved in decision making and have opportunities to provide regular feedback to the school leader and charter board.</li> </ol>	<ol style="list-style-type: none"> <li>The applicant group has a detailed and specific plan to encourage strong partnerships with families and community stakeholders that outlines specific opportunities for engagement that reflects a clear attempt to provide access for all families by ensuring that opportunities for engagement vary (e.g., by time, type, and response options).</li> <li>The applicant group's plan for family and community engagement includes formal structures by which the proposed school will seek family and community input about decisions and solicit feedback about the school.</li> </ol>
<b>Appendix 3</b>	<i>Provide a draft Grievance Policy.</i>	<ol style="list-style-type: none"> <li>The applicant group outlines a clear procedure by which families, students, and community stakeholders may share concerns and submit grievances. Policy includes how complaints may be filed, procedures for investigation and response, how decisions can be appealed, and how complaints are escalated to the board.</li> </ol>
Growth Plan		
Question #	Question	Evaluation Standard
GP.18	Indicate whether the proposed new school(s) will adopt the same policies and practices as existing schools in the network concerning the topics below. If the proposed new school model will differ from existing schools, highlight the key distinctions from the areas listed below. If specific policies or practices still need to be developed for the new school(s), include a timeline with clear tasks, owners, and deliverables for that topic. (Responses should be no more than 1-3 paragraphs per topic. If the new school will follow the same practice or policy, simply state there will be no change.) <ol style="list-style-type: none"> <li>Promotion and graduation policy;</li> <li>Instructional leadership roles;</li> </ol>	<ol style="list-style-type: none"> <li>The applicant group provides a comprehensive overview of any policies and practices to be changed including the rationale behind such changes. [as applicable]</li> <li>The applicant demonstrates how the changes proposed to existing practices align with the mission and vision proposed for the new school. [as applicable]</li> <li>For policies and practices to be developed, the applicant group provides a specific timeline with clear tasks, owners, and deliverables and is demonstrably likely to complete all policy and/or practice updates in time for effective implementation on the first day of school. [as applicable]</li> </ol>

	<ul style="list-style-type: none"> <li>c. Teacher and school leader evaluation policies;</li> <li>d. Hiring processes (including qualifications and responsibilities for instructional and administrative staff);</li> <li>e. Food services; and</li> <li>f. Transportation.</li> </ul>	
GP.19	How will the proposed school(s) in this application improve the organization's overall ability to serve students in Louisiana?	<ol style="list-style-type: none"> <li>1. Using evidence-based rationale, the applicant group articulates how the proposed school will enhance the organization's ability to serve students in Louisiana.</li> </ol>
GP.20	<p>Describe the non-profit organization history, including:</p> <ul style="list-style-type: none"> <li>a. List any current or past litigation, including arbitration proceedings, that has involved the organization;</li> <li>b. Discuss the outcomes and/or any demands identified as part of the arbitration or litigation. Cite any instances in which the organization's schools have had their contract terminated, voluntarily closed, or have not been renewed by their authorizer; and</li> <li>c. Discuss any non-openings that the organization has experienced (i.e., a school received approval but did not successfully open). Describe the circumstances surrounding these incidents.</li> </ul> <p>Note: Based on the severity of issues, deficiencies or litigation, additional information may be requested and reviewed as part of this application and included in the school's final evaluation. Failure to disclose requested information shall result in immediate disqualification from the application process.</p>	<ol style="list-style-type: none"> <li>1. The applicant group provides a complete and comprehensive list of all current past litigation including the outcomes and/or demands identified as part of arbitration.</li> <li>2. The applicant group provides complete and comprehensive information detailing the circumstances that led to contract termination, voluntary closures, and/or non-renewal of a charter contract as decided by the school's authorizer. [as applicable]</li> <li>3. The applicant group provides complete and comprehensive information detailing the circumstances in which agreements between the management organization or education services provider and the nonprofit charter school board were severed. [as applicable]</li> <li>4. The applicant group provides complete and comprehensive information detailing the circumstances in which the organization has previously received approval to open a charter school but failed to do so. [as applicable]</li> <li>5. If any of the outcomes described as part of this question have been experienced by the applicant group and/or the proposed management organization and/or education services, the applicant group provides clear and compelling evidence that the issues leading to each outcome have been addressed, safeguards have been put in place to avoid a recurrence of</li> </ol>

		such incidents, and that these updated policies, procedures and safeguards are demonstrably likely to avoid future recurrence of previously experienced negative outcomes.
<b>Organizational Plan and Capacity: Staffing</b>		
Question #	Question	Evaluation Standard
OPC.21	Provide a clear description of the roles and responsibilities for the governing board, school's leadership, management team, and any other entities. If the charter board intends to contract or partner with an entity for management or Educational Service Provider (ESP), complete the ESP addendum.	<ol style="list-style-type: none"> <li>1. Roles and responsibilities for the governing board, school's leadership, management team, and any other entities are described.</li> <li>2. If Applicable: The relationship between the Education Service Provider (ESP) and the charter board is clearly defined.</li> </ol>
OPC.22	Provide a narrative explaining the organization's lines of reporting and accountability, the rationale of how this structure supports the proposed school model, and the roles of any management or partner organizations.	<ol style="list-style-type: none"> <li>1. The applicant group provides a thorough explanation of the reporting structure and a rationale demonstrating that the proposed lines of accountability and reporting support the school model.</li> </ol>
OPC.23	Provide the teacher-student ratio, as well as ratio of total adults to students for the school.	<ol style="list-style-type: none"> <li>1. Pupil to teacher ratios are in accordance with LA. R.S. 17:7:(2)(a) funding shall be at the pupil-teacher ratio of twenty students to one classroom teacher for kindergarten through grade three and twenty-five students to one classroom teacher for grades four through six.</li> </ol>
OPC.24	Outline the school's procedures for hiring and dismissing school personnel, including conducting criminal background checks.	<ol style="list-style-type: none"> <li>1. The applicant group outlines clear procedures regarding recruitment of qualified teacher candidates, position offers, employee discipline, and employee dismissal. Procedures include verified background checks, including third-party contracted staff, and adherence to general provisions for non-discriminatory practices.</li> </ol>
OPC.25	Explain how the school intends to handle teacher changes/turnover.	<ol style="list-style-type: none"> <li>1. The applicant group proposes a plan that is feasible to ensure class coverage and includes provisions regarding teacher reassignment, sabbatical coverage, and/or contracted substitute teachers.</li> </ol>



OPC.26	How many new employees (teachers, operational and financial staff, and other key school support staff) will the organization hire each year of growth if approved to open the proposed school(s)? Discuss the organization's current capacity to meet these demands. Consider previous hiring patterns, current retention rates, and human resources capacity at the non-profit organization level.	<ol style="list-style-type: none"> <li>1. The applicant group's recruitment plan outlines a reasonable timeline with key hiring milestones that the proposed school must meet to be fully staffed for each year of growth.</li> <li>2. The applicant group has a thorough understanding of the organization's capacity to meet hiring demands of growth.</li> </ol>
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**Organizational Plan and Capacity: School Leadership Team Capacity**

Question #	Question	Evaluation Standard
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All responses in this section must speak specifically to the proposed school leadership team that includes instructional, operational, and financial leadership. Specifically, this should be the senior most individuals of the team in each of these areas. For new operators, a school leader must be identified. If other senior leadership roles have not yet been filled, provide a copy of the job description outlining the role and required experience.

<b>Appendix 4</b>	<i>Provide the resume for every member of the proposed school leadership team. Provide a table for each member that includes their name, proposed role, expertise, and bullet-point rationale. Please note all information provided in the resume is subject to the Louisiana Public Records law.</i>	<ol style="list-style-type: none"> <li>1. The identified school leader demonstrates the capacity to lead the school and improve student outcomes.</li> <li>2. If identified, the school leadership team has held past leadership positions in which they held a high level of responsibility and accountability for the operations and/or finances of a given organization. If not identified, the provided job descriptions require experience in a role that holds a high level of responsibility and accountability for the operations and/or finances for a given organization.</li> </ol>
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**Organizational Plan and Capacity: Charter Board Governance**

Question #	Question	Evaluation Standard
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OPC.27	Provide the board member roster including each person's role, a brief description of major responsibilities, and their expertise area (academics, finances, legal issues, management and operations, and/or community relations).	<ol style="list-style-type: none"> <li>1. The applicant describes board member's described role on the board and area of expertise for school management.</li> <li>2. For each of the following areas, there is at least one board member able to provide expertise – academic, operational, and financial.</li> <li>3. [Applicable to Type 2 Charter Applicants] The board is comprised of at least five board members.</li> </ol>
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<p><b>Appendix 5</b></p>	<p><i>Provide the resume for every member of the charter board. Please note all information provided in the resume is subject to the Louisiana Public Records law.</i></p>	<ol style="list-style-type: none"> <li>1. The applicant provides a resume for every member on the board.</li> <li>2. [Applicable to Type 2 Charter Applicants] The board is representative of the community in which the charter school is located and no fewer than 60 percent of its members reside in the community in which the charter school is located.</li> </ol>
<p>OPC.28</p>	<p>Identify any existing relationships that could pose actual or perceived conflicts if the application is approved. Discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts, in accordance with the <a href="#">Louisiana Board of Ethics' Ethics Code</a>. If partnering with an ESP, specify how the board will identify any perceived conflicts of interest between the board and the proposed ESP or affiliated business entity and the steps that the board will take to mitigate the perceived conflict. Disclose and explain any existing or perceived conflicts of interest between the board and the proposed ESP or affiliated business entity.</p>	<ol style="list-style-type: none"> <li>1. The applicant provides an accurate description of any existing relationships that the board may have that could pose an actual or perceived conflict of interest.</li> <li>2. The applicant communicates how the board uses a logical process by which they identify any actual or perceived conflicts of interest and the steps that the board will take to ensure that all potential conflicts of interest are avoided.</li> <li>3. If Applicable: The board provides an accurate description of any existing or potential relationships that could pose an actual or perceived conflict of interest between the board and the ESP or the ESP and an affiliated business entity.</li> </ol>
<p>OPC.29</p>	<p>Describe the process to effectively demonstrate that board members understand that a charter board is a governing board. Name the safeguards that will be in place to prevent the charter board from being too involved in the day-to-day management operations. Describe the governance structure and duties of the charter board. Describe any committees, advisory bodies, or councils and their roles and responsibilities. Explain how the proposed structure will ensure accessibility to staff, community, and families.</p>	<ol style="list-style-type: none"> <li>1. The applicant group's response demonstrates a clear understanding that the charter board serves as a governing body rather than the entity responsible for the day-to-day execution of the proposed school model and academic plan.</li> <li>2. The applicant group's response demonstrates a clear understanding of the roles and responsibilities of the charter board about governance of the school and supervision of the school leader, CEO, or Educational Services Provider (ESP) (as applicable).</li> <li>3. Each committee, advisory body, or council that exists as part of the charter board governance structure has a legitimate purpose, defined role, and clear responsibilities that support the work of the charter board as a whole.</li> </ol>

OPC.30	List and provide a detailed description of the charter school’s measurable organizational and financial goals for each of the first five years of operation.	<ol style="list-style-type: none"> <li>1. The applicant group provides a detailed list and description of the charter school’s measurable organizational and financial goals for each of the first five years of operation.</li> <li>2. The applicant group provides organizational and financial goals that are specific, reasonable, ambitious yet attainable, and aligned to, at a minimum, the expectations outlined in the <a href="#">Charter School Performance Compact</a>.</li> </ol>
OPC.31	Explain how the board will monitor the academic, organizational and financial goals stated within the application, including actions that will be employed if the school is trending toward not meeting goals.	<ol style="list-style-type: none"> <li>1. The board has a logical and feasible plan by which they will monitor the proposed school’s progress toward academic, organizational, and financial goals stated in the application and outline the actions that will be taken if the school is not on track to meet academic goals, organizational goals, and/or financial goals.</li> </ol>
OPC.32	<p>Provide an explanation of how the board will evaluate the school leader/CEO, monitor progress toward renewal standards, and actions that will be employed if the school is trending towards not meeting renewal standards, including:</p> <ol style="list-style-type: none"> <li>a. The information the board will collect;</li> <li>b. The specific measures and metrics to be used; and</li> <li>c. The timeline and frequency of evaluation.</li> </ol>	<ol style="list-style-type: none"> <li>1. The applicant group articulates a specific set of standards that the school leader must satisfy to keep the school on track to achieve its vision. These standards must, at a minimum, reflect the performance metrics outlined in the Charter School Performance Compact.</li> <li>2. The board identifies the information that will be used to determine if the school leader/CEO has satisfied each standard, the timeline and frequency by which performance will be evaluated, and the process by which they will collect that information.</li> <li>3. The applicant describes the corrective action process the board and school leader will take in the event the leader does not meet accountability measures.</li> </ol>
OPC.33	Describe the existing or proposed policies and procedures that the school and board will use for financial planning, accounting, purchasing, and payroll. Explain how these plans will sustain the financial health of the organization and ensure legal compliance with any requirements (including audits) and restrictions for the use of	<ol style="list-style-type: none"> <li>1. The applicant group provides a comprehensive description of the policies and procedures that will be used for financial planning, accounting, purchasing, and payroll.</li> <li>2. The policies and procedures described are aligned with best practices and are demonstrably likely to sustain the financial health of the organization while maintaining compliance with all legal and statutory responsibilities related to the use of</li> </ol>

	<p>public funds, including:</p> <ol style="list-style-type: none"> <li>a. Identify how the board will monitor the school’s financial position; and</li> <li>b. Describe what financial controls the organization will have in place at the central and school level to ensure long term financial viability.</li> </ol>	<p>public funding.</p> <ol style="list-style-type: none"> <li>3. The personnel and or positions directly responsible for managing and overseeing the school’s budget process possess the appropriate background and expertise and the management and oversight processes outlined by the applicant group are demonstrably likely to ensure the school’s financial health and viability. <i>If a specific person has not yet been identified, the applicant group provides the required qualifications for the person who will eventually be hired to oversee this process.</i></li> <li>4. The internal controls, as described by the applicant group, are demonstrably likely to ensure the accuracy of reporting, eliminate fraud, and protect the resources of the school.</li> </ol>
OPC.34	Describe the plan for the training and development of new members and continuing members.	<ol style="list-style-type: none"> <li>1. The board articulates a logical process by which they will assess their own strengths and weaknesses, as well as a comprehensive training plan that corresponds with lacking areas of expertise.</li> <li>2. The board articulates a logical new member recruitment plan that prioritizes the required areas of expertise, as well as a logical new member onboarding plan that ensures that all new members are familiar with board bylaws and requirements.</li> </ol>
OPC.35	Specify how frequently the board plans to meet. Describe the procedures that will be in place to ensure compliance with the Open Meetings Laws and Open Records Act.	<ol style="list-style-type: none"> <li>1. The applicant group outlines board meeting frequency and an overview of procedures that the board will follow to maintain compliance with Open Meetings Laws and Open Records Act.</li> </ol>
<b>Appendix 6</b>	<i>Provide a draft of the proposed charter board’s governing bylaws.</i>	<ol style="list-style-type: none"> <li>1. Preliminary review of the draft bylaws reflects key requirements such as meeting frequency, officers, committees, and number of board members.</li> </ol>

Financial Plan and Capacity: Operational Management and Leadership		
Question #	Question	Evaluation Standard
FPC.36	Describe the applicant team's individual and collective qualifications for implementing the Operations Plan successfully, including capacity in the areas of staffing, professional development, performance management, general operations, and facilities management.	<ol style="list-style-type: none"> <li>1. Organizational role of team members matches their professional skill set.</li> <li>2. For each of the following areas, there is at least one member of the leadership team able to provide expertise on: <ol style="list-style-type: none"> <li>a. staffing,</li> <li>b. professional development,</li> <li>c. performance management,</li> <li>d. general operations, and</li> <li>e. facilities management</li> </ol> </li> </ol> <p>*If all members of the leadership team have not yet been identified, include a job description for open positions that demonstrates the requirement of the above listed areas of expertise.</p>
FPC.37	Describe how the school will manage its non-academic services once it opens and who will be responsible for overseeing which operational aspects of the school, including transportation, food services, facilities, purchasing processes, student records and school safety. State specifically how transportation will be designed to meet the needs of the special population subgroup (economically disadvantaged students and students with disabilities). You may use a table if applicable.	<ol style="list-style-type: none"> <li>1. The applicant group has a logical and feasible plan for managing non-academic services upon opening and has identified the position(s) responsible for oversight of key operational aspects of the school.</li> <li>2. The applicant group has a detailed transportation plan that is designed to meet the needs of their special population subgroup.</li> </ol>
Financial Plan and Capacity: Student Enrollment and Recruitment		
Question #	Question	Evaluation Standard
FPC.38	Explain the plan for student recruitment and marketing that will provide equal access to interested students and families. Specifically, outreach for families in poverty; academically low achieving students; students with disabilities; and other youth at risk of academic failure.	<ol style="list-style-type: none"> <li>1. The applicant group provides a legal and logical plan to garner interest in the school and subsequently enroll students including specific details about the enrollment process, timeline, and application requirements.</li> <li>2. The applicant group has identified potential barriers to access</li> </ol>

		<p>(e.g., lack of internet access, lack of transportation, frequent changes in home address, inability to visit school during work hours, etc.) and has created an enrollment process that mitigates identified barriers.</p> <p>3. The applicant group details methods by which the proposed school will provide access for all proposed students in accordance with admissions requirements outlined in R.S.17:3991(B)(3).1.</p>
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**Financial Plan and Capacity: Financial Plan**

Question #	Question	Evaluation Standard
FPC.39	Provide a detailed explanation for all revenue sources outside of state and federal funds such as philanthropy, student fees, grants, etc., and specify what is committed or anticipated revenue.	<ol style="list-style-type: none"> <li>1. Projections are based on accurate, conservative, and legally compliant assumptions.</li> <li>2. No essential services are funded at amounts that would preclude the applicant group from implementing their plan.</li> <li>3. There is no evidence that the school will become insolvent or lack access to the necessary amount of liquidity.</li> <li>4. [If applicable] There are no material findings in the non-profit organization's most recent audited financial statements.</li> <li>5. The applicant group has provided evidence that any non-guaranteed funding sources included in the budget narrative have already been committed or will be committed and that should these non-guaranteed funds fail to materialize, the applicant group is still able to successfully execute the program described in this application.</li> </ol>
FPC.40	Provide a narrative describing a contingency plan in the event that the actual revenues are lower or expenses are higher than anticipated in the financial model.	<ol style="list-style-type: none"> <li>1. The contingency plans outlined by the applicant group are demonstrably likely to succeed in the event of lower than expected revenues and/or higher than expected costs.</li> </ol>
FCP.41	<i>Do you plan to use a financial manager or back office service provider? If the entity that will provide your financial services has been chosen,</i>	<ol style="list-style-type: none"> <li>1. Either the school has a plan to hire a financial manager who has at least a bachelor's degree in finance and/or accounting, or the school has partnered with an organization staffed by</li> </ol>

	<i>provide the name and a description of services. If it is an individual financial manager, provide the resume as <b>Appendix 7</b>. Please note all information provided in the resume are subject to the Louisiana Public Records law.</i>	individuals with the necessary expertise that will provide financial management services.
<b>Appendix 7</b>	<i>If an individual financial manager or back office service provider has been identified, provide the resume.</i>	Refer to the standard outlined for FCP.36.
FPC.42	Specify whether any of the organization's schools are not currently meeting the financial requirements and expectations established by the authorizer and/or local or federal policies. Describe the circumstances.	<ol style="list-style-type: none"> <li>1. The applicant group provides a clear and comprehensive list of any schools not currently meeting the financial requirements and expectations established by the authorizer and/or local or federal policies.</li> <li>2. The organization can provide verifiable evidence to show that steps have been taken to address issues of noncompliance or failure to meet expectations as substantiated by the school's authorizer and/or local and federal authorities.</li> </ol>
FPC.43	Explain the process the school will use to develop its annual budget including: <ol style="list-style-type: none"> <li>a. Who will be involved; and</li> <li>b. How needs will be identified and weighed.</li> <li>c. For virtual, include the process for recruiting and hiring virtual staff and serving students who require in-person intervention and related services.</li> </ol>	<ol style="list-style-type: none"> <li>1. The applicant group provides a clear and comprehensive description of the process that will be used to develop the annual budget and the process by which the annual budget may be modified and monitored on an ongoing basis.</li> <li>2. For virtual applicants, there is a detailed plan explaining the process for recruiting and hiring staff needed for in-person and related services, including how it will be funded.</li> </ol>
<b>Appendix 8</b>	<i>Provide a list of the types of insurance coverage the school will secure, a brief description of each, and describe the levels of coverage. Types of insurance should include worker's compensation, liability, property, indemnity, directors and officers, automobile, and other. Include provisions regarding the inspection and operation of all fire prevention and safety equipment at the school.</i>	<ol style="list-style-type: none"> <li>1. The applicant group provides a description of the types of insurance to be procured and coverage amounts.</li> </ol>

High School Addendum (If Applicable)		
Question #	Question	Evaluation Standard
HSA.1	In addition to core content offerings and graduation requirements, are there other classes or courses the proposed school will offer? If so, explain how these offerings align with the proposed school model and mission and how they will benefit the intended student population.	<ol style="list-style-type: none"> <li>[If applicable] All non-essential* courses to be offered are clearly aligned to the school's proposed model and mission and the applicant group clearly articulates the benefit that each course offers to the intended student population.</li> </ol> <p><i>*Non-Essential = Coursework NOT required to meet graduation requirements</i></p>
HSA.2	<p>What diploma pathways, Jump Start 2.0 pathways, early access to college credit will the proposed school offer? Additionally:</p> <ol style="list-style-type: none"> <li>Describe the plan to ensure that all students can meet the requirements of the given college preparatory program in four years or less (five for Transitional 9th-grade students);</li> <li>Describe the reasoning for choosing the college preparatory program or curricula for your proposed school, including resulting post-secondary opportunities available to participating students, internships, additional teacher training/certification requirements, and the degree to which the chosen program will realistically result in post-secondary readiness and success;</li> <li>Provide a description of the process by which students will select their desired diploma pathway;</li> <li>What supports will be offered to students in their selection process; and</li> <li>Methods by which the school will guarantee equity of access for all students.</li> </ol>	<ol style="list-style-type: none"> <li>The applicant group identifies the diploma and Jump Start 2.0 pathways and early access to college credit that will be offered to students.</li> <li>The applicant group demonstrates a clear understanding of each diploma pathway available to students in Louisiana and has a logical and feasible plan to ensure that students meet all requirements of the chosen diploma pathway in four years or less (five for Transitional 9th-grade students).</li> <li>The applicant group provides a rationale for choosing the specific Jumpstart 2.0 pathway(s) that will be offered to students at the proposed school. Responses should consider factors such as local career opportunities, availability of community partnerships, additional teacher training and/or certification needs, and the degree to which the chosen pathway will realistically provide students opportunities in high-wage, high-demand career fields upon graduation.</li> <li>The applicant group provides a clear description of the process by which students will select their desired pathway.</li> <li>The applicant group describes the support that will be offered to students during the selection process.</li> <li>The applicant group explains the methods by which the proposed school will provide access for all students to diploma pathways.</li> </ol>



<b>Appendix 9</b>	<i>Provide an outline of course offerings by diploma type(s) offered at the proposed school by grade level for the first five years of operation.</i>	1. The applicant group’s outline of course offerings ensures that all students can meet the graduation requirements of their chosen pathway in four years or less (five for Transitional 9th-grade students).
HSA.3	Identify the Advanced Placement course offerings, Dual Enrollment, ACT preparation and Career and Technical Education courses you will offer to students, as well as a rationale for choosing these programs/curricula.	1. The applicant group identifies the Advanced Placement Course Offerings, Dual Enrollment, ACT preparation, and Career and Technical Education Courses that will be offered to students for the first five years of operation, as well as provide a rationale for each one identified.
<b>Appendix 10</b>	<i>Using a table, identify the Advanced Placement course offerings, International Baccalaureate, Dual Enrollment, ACT preparation, and Career and Technical Education courses you will offer to students by grade level during the first five years of operation.</i>	Refer to the standard outlined for HSA.3.
HSA.4	What Industry-Based Certificate assessments will be offered to students on a Jump Start 2.0 pathway and provide a rationale for these selections. Additionally: a. Describe the reasoning for those selections, including the alignment to in-demand occupations; b. How those selections will result in career opportunities for the proposed student population; c. The use of community resources (if applicable); and d. How the budget will support the additional training and/or certifications needed.	1. The applicant group identifies which Industry-Based Certificate (IBC) assessments will be offered to students on a Jump Start 2.0 pathway. 2. The applicant group explains how their selected IBC assessments will result in career opportunities for students. 3. The applicant group explains how they will use community resources to assist with their specific Jumpstart 2.0 pathway(s). 4. The applicant group explains how their annual budget will support the additional training and/or certifications needed.
HSA.5	Describe how students will have access to Internships, Cooperative Education, or Fast Forward Registered Apprenticeship On the Job Training.	1. The applicant group identifies how students will access work based learning with clearly defined program options, specifying roles for the teacher/coordinator, school system, and classroom instruction. Plan adheres to Child Labor Laws.



HSA.6	Explain what systems and structures the school will implement for students at risk of dropping out.	1. The applicant group clearly describes the specific evidence-based systems and structures that will be put in place to mitigate the risk of student drop-out. The plan describes remediation and support for students that includes various stakeholders (counselors, teachers, family, support organizations, etc.)
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**Corporate Partnerships Addendum (If Applicable)**

Question #	Question	Evaluation Standard
CPA.1	For all applicants proposing a corporate partnership, the following must be completed. The page limit for the Corporate Partnerships Addendum is 3 pages (excluding appendices).	1. The MOU/Contract provided by the applicant group clearly outlines the terms of the partnership between the non-profit board and the partner corporation and meets all applicable requirements, based on a preliminary review.

<b>Appendix 11</b>	<i>Describe any proposed corporate partnerships, as specified in La. Bulletin 126, Ch. 39. Provide a Letter of Intent of the intended partner Organization.</i>	
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**Educational Service Provider Addendum (If Applicable)**

Question #	Question	Evaluation Standard
ESPA.1	Provide rationale for consideration of an ESP not already partnered with the non-profit organization, including: <ul style="list-style-type: none"> <li>a. List of all companies/organizations considered;</li> <li>b. Evaluation of all companies/organizations considered;</li> <li>c. Rationale for selected provider; and</li> <li>d. Provide evidence of the service provider’s success in serving the intended student population, including demonstrated academic achievement, fiscal responsibility, and organizational effectiveness.</li> </ul>	<ol style="list-style-type: none"> <li>1. The applicant group identifies which companies/organizations were considered a potential ESP.</li> <li>2. The applicant group explains how each considered ESP was evaluated and the results of each evaluation.</li> <li>3. The applicant group provides a clear rationale that explains why the applicant group chooses to partner with an ESP.</li> <li>4. The applicant group provides evidence of the ESP’s success in serving the school’s intended population, including evidence that demonstrates academic achievement, fiscal responsibility, and organizational effectiveness.</li> </ol>

ESPA.2	Clearly specify the decisions and services the organization or provider will be responsible for.	<ol style="list-style-type: none"> <li>1. The applicant group provides a clear and comprehensive list of decisions made and services rendered in the course of operating a Louisiana charter school in one calendar year and indicates the decisions or services for which the ESP is responsible.</li> </ol>
ESPA.3	Provide a detailed plan outlining the mechanisms by which the charter board will oversee and hold the ESP accountable to the agreed upon terms. Explain the conditions under which the contractual relationship may be terminated.	<ol style="list-style-type: none"> <li>1. The applicant group provides a detailed oversight plan, outlining the mechanisms by which the charter board will hold the ESP accountable to the agreed-upon terms.</li> <li>2. The oversight plan indicates that the charter board will evaluate the degree to which the ESP has met contractual obligations on, at minimum, an annual basis.</li> <li>3. The oversight plan includes a clear description of the conditions under which the charter board may terminate the contractual relationship.</li> </ol>
ESPA.4	Describe the ESP (if applicable) history including: <ol style="list-style-type: none"> <li>a. List any current or past litigation, including arbitration proceedings, that has involved the organization;</li> <li>b. Discuss the outcomes and/or any demands identified as part of the arbitration or litigation;</li> <li>c. Cite any instances in which the organization's schools have had their contract terminated, voluntarily closed, or have not been renewed by their authorizer;</li> <li>d. Describe all instances in which the ESP has exited a contract or partnership with a school, including instances where a school has terminated its agreement with the ESP;</li> </ol>	<ol style="list-style-type: none"> <li>1. [If applicable] The applicant group identifies any current or past litigation that has involved the organization and discusses the outcomes or demands of each identified.</li> <li>2. [If applicable] The applicant group cites instances in which the organization's schools have had their contract terminated, voluntarily closed, or have not been renewed by their authorizer and explains the circumstances surrounding the identified instances.</li> <li>3. [If applicable] The applicant group identifies instances in which the ESP has exited a contract or partnership with a school and explains the circumstances surrounding the identified instances.</li> <li>4. [If applicable] The applicant group identifies non-openings that the organization has experienced and explains the</li> </ol>

	<p>e. Please explain the circumstances surrounding these incidents. Discuss any non-openings that the organization has experienced (i.e., a school received approval but did not successfully open); and</p> <p>f. Describe the circumstances surrounding these incidents.</p>	<p>circumstances surrounding the identified instances.</p> <p>5. [If applicable] The applicant group provides verifiable evidence that all issues listed have been successfully rectified at the time that the charter application was submitted.</p>
<b>Appendix 12</b>	<p><i>Provide an independent audit of the ESP. An acceptable submission includes the full ESP independent audit or an independent audit focused only on the charter operations of the ESP. To ensure page limits are adhered to, submit material findings within the application; send the full ESP independent audit separately to <a href="mailto:charters@la.gov">charters@la.gov</a> by admission deadline.</i></p>	<p>1. There are no material findings in the ESP's most recent audited financial statements.</p>
<b>Appendix 13</b>	<p><i>Draft ESP MOU or Contract.</i></p>	<p>1. The board maintains independence from the ESP by articulating strong accountability provisions and avoiding opportunities for the ESP to gain leverage over the board.</p> <p>2. The ESP cannot control board membership.</p>
<b>Virtual Operator Addendum (If Applicable)</b>		
<b>Question #</b>	<b>Question</b>	<b>Evaluation Standard</b>
VOA.1	Identify the Learning Management System (LMS) that will be used.	<p>1. The applicant group identifies the LMS to be used and outlines the decision-making process employed to select the identified system.</p>
VOA.2	<p>Provide a detailed plan that includes the following:</p> <p>a. A plan to acquire and disseminate technology to students;</p> <p>b. A plan to ensure internet safety and filtering practices;</p> <p>c. A plan to ensure that the loss of instructional time will be minimized in the event of unforeseen technical difficulties;</p>	<p>1. The applicant group has a clear and feasible plan to acquire and disseminate technology to students to ensure that each student has the technology necessary to participate virtually.</p> <p>2. The applicant group outlines the steps that will be taken to ensure that students are protected from unsafe and/or inappropriate content.</p> <p>3. The applicant group provides a logical and feasible plan to minimize the loss of learning time for students in the event of unforeseen technical difficulties (e.g., no access to internet,</p>

	<ul style="list-style-type: none"> <li>d. A plan to provide training and technical support on the LMS to families, and students;</li> <li>e. A staff/teacher acceptable use policy for technology that complies with <a href="#">R.S. 17:3996(21)</a>; and</li> <li>f. A school electronic communication policy that complies with the federal <a href="#">Child Internet Protection Act</a> and <a href="#">R.S. 17:100.7</a>, including information on school Internet safety and filtering practices and policies.</li> </ul>	<p>computer is lost/stolen/broken, cell phones and tablets are lost/stolen/broken, etc.).</p> <ul style="list-style-type: none"> <li>4. The applicant group provides a training and technical support plan that will teach students and families to use the LMS.</li> <li>5. The applicant group provides the technology policy for staff/teacher that complies with <a href="#">R.S. 17:3996(21)</a>.</li> <li>6. The applicant group details the school's electronic communication policy that complies with the federal <a href="#">Child Internet Protection Act</a> and <a href="#">R.S. 17:100.7</a>, including information on school Internet safety and filtering practices and policies.</li> </ul>
VOA.3	<p>Describe the process of how the proposed school will ensure the following, given the various locations of families:</p> <ul style="list-style-type: none"> <li>a. How training and support would consistently be provided;</li> <li>b. A plan for providing orientations to enrolled students, their parents, and their instructional coaches on the course delivery model prior to the beginning of the class;</li> <li>c. A plan outlining the nature, frequency, and location of all required and optional in-person meetings and interactions between parents and school faculty, including but not limited to parent/teacher conferences, open houses, and school community meetings; and</li> <li>d. A plan for complying with <a href="#">Title 28, Chapter 11, §1119</a>, Health Screening as part of enrollment and the ongoing functioning of the school.</li> </ul>	<ul style="list-style-type: none"> <li>1. The applicant group explains how ongoing training and support would be provided to families given their various locations.</li> <li>2. The applicant group provides the plan for hosting orientation sessions to enrolled students, their parents, and their instructional coaches on the course delivery model before the beginning of the class.</li> <li>3. The applicant group describes the plan outlining the nature, frequency, and location of all required and optional in-person meetings and interactions between parents and school faculty, including but not limited to parent/teacher conferences, open houses, and school community meetings.</li> <li>4. The applicant group provides the plan for health screeners.</li> </ul>

VOA.4	Explain the process to track and monitor attendance in a virtual setting, including systems and practices set forth to monitor student engagement, daily attendance, and truancy.	<ol style="list-style-type: none"> <li>1. The applicant group outlines a clear process to document and monitor student attendance and engagement with the LMS.</li> </ol>
VOA.5	Explain the plan for administering state assessments that meets the requirements in <a href="#">Bulletin 118 §317</a> .	<ol style="list-style-type: none"> <li>1. The applicant group presents a logical and feasible plan for administering state assessments for students enrolled in a virtual learning environment that aligns with Louisiana policy.</li> </ol>
VOA.6	<p>Describe plans to recruit, retain, and train a diversified school leadership and staff to serve within a virtual setting, including:</p> <ol style="list-style-type: none"> <li>a. The process and timeline to recruit and hire a diversified staff, including how the statewide staffing model will impact hiring (if applicable);</li> <li>b. Specific strategies for recruiting and training EL-certified, special education and related services, and other high-need teacher specialties;</li> <li>c. A process on how the school will service those students requiring related services;</li> <li>d. A plan for providing professional development appropriate to the delivery method used and the acceptable use and electronic communication policies; and</li> <li>e. A plan for providing adequate, timely, and appropriate technical support to students, teachers, facilitators, and instructional coaches.</li> </ol>	<ol style="list-style-type: none"> <li>1. The applicant group proposes a plan that is logical and feasible to recruit, retain, and train a diversified school leadership and staff to serve within a virtual setting.</li> <li>2. The applicant group outlines specific strategies for recruiting EL-certified, special education, and other high-need teacher specialties as required by the proposed model and staffing plan.</li> <li>3. The applicant group describes the process of how the proposed school will service students requiring related services.</li> <li>4. The applicant group provides the plan for providing professional development to staff including its delivery method used that is appropriate to the acceptable use and electronic communication policies.</li> <li>5. The applicant group provides a training and technical support plan for students, teachers, facilitators, and instructional coaches.</li> </ol>
VOA.7	<p>Describe the efforts to date to secure a facility for the school to serve “struggling students” that require in-person instruction, including:</p> <ol style="list-style-type: none"> <li>a. If the applicants have identified a facility, provide a description of the facility and how it meets the school’s needs including its location, whether it is new construction,</li> </ol>	<p><b>If the applicant group has identified a facility:</b></p> <ol style="list-style-type: none"> <li>1. The applicant group has identified a facility that will allow the school to serve the intended student population and community as outlined in the charter application.</li> <li>2. The applicant group provides a thorough description of the current state of the identified facility and provides a logical and feasible plan by which the identified facility will be prepared for use as a public school (associated costs,</li> </ol>

	<p>part of an existing public or private school building, or must be renovated for use; or</p> <ol style="list-style-type: none"> <li>b. If the applicants have not identified a facility, explain the plans for securing a suitable facility and preparing it for use by the time the school would open (including assurance that it meets specifications). Also, explain any contingency planning including the associated costs;</li> <li>c. A statement of the procedures to be followed and disposition of facilities and equipment should the charter be terminated or not renewed; and</li> <li>d. A plan to provide at least 20% of instruction to struggling students in-person.</li> </ol>	<p>resources to allocate toward renovations, the availability of facilities in the targeted area suitable to house a public school) and outlines contingency plans should the applicant group fail to secure a facility in the timeline provided.</p> <ol style="list-style-type: none"> <li>3. The applicant group outlines any potential barriers to fully securing the identified facility and outlines a contingency plan should the facility fall through.</li> <li>4. The applicant group identifies the procedures to be followed and disposition of facilities and equipment should the charter cease.</li> <li>5. The applicant group has a clear and feasible plan to offer at least 20% of in-person instruction to struggling students.</li> </ol> <p><b>If the applicant group has not yet identified a facility:</b></p> <ol style="list-style-type: none"> <li>1. The applicant group describes the efforts to date to identify and secure a facility that will allow the school to serve the intended student population and community as outlined in the charter application.</li> <li>2. The applicant group provides a description by which a facility will be identified and prepared for use as a public school (timeline, associated costs, resources to allocate toward renovations, the availability of facilities in the targeted area suitable to house a public school) and outlines contingency plans should the applicant group fail to secure a facility in the timeline provided.</li> <li>3. The applicant group identifies the procedures to be followed and disposition of facilities and equipment should the charter cease.</li> <li>4. The applicant group has a clear and feasible plan to offer at least 20% of in-person instruction to struggling students.</li> </ol>
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VOA.8	Describe how the school will meet the transportation needs of its students requiring in-person instruction.	1. The applicant group provides a logical and feasible plan to offer transportation, at no cost to students and families, for in-person instruction to struggling students.
VOA.9	Provide a summary of data protection and recovery procedures in the event of a catastrophic system failure.	1. The applicant group outlines logical and feasible procedures to protect and recover data in the event of a catastrophic system failure.
VOA.10	Provide a description of the policy regarding cyber breaks and/or leaks, including provisions to limit the dissemination of any personal or identifying information collected in conjunction with reporting requirements and notification after an incident is identified.	1. The applicant group outlines logical and feasible procedures to limit, identify, and notify proper authorities in the event of a cyber break and/or leak that complies with reporting requirements.