Charter School Application Guide 2012
for new schools to open in 2013-14 or thereafter

Office of School Reform and Innovation

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Denver, CO 80203
Phone: (720) 423-2581
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INSTRUCTIONS

In compliance with Colorado’s Charter Schools Act, Denver Public Schools (DPS) is pleased to invite proposals for new quality charter schools seeking to open in fall 2013 (or thereafter). Prior to using this Application Guide, please be sure to read the Call for New Quality Schools, which contains critical information about Denver’s strategic priorities and regional demands for new schools.

All new schools approved through this process will be public schools within the DPS system in accordance with Colorado’s Charter Schools Act. DPS looks forward to welcoming charter schools that provide quality educational options for students, families, and communities in Denver. This application is for new charter schools. If you are an existing DPS school, who has been meeting or exceeding expectations on the School Performance Framework for at least two years, and who seeks to replicate your existing school with the same grade configuration, please see the customized Charter School Application for Replication Guide 2012. If you are an existing DPS school seeking to serve new grade levels, please see the Charter School Modified Application Guide 2012. If you are seeking to add ECE to an existing program, please contact the OSRI office as you do not need to complete a full new school application.

Process Overview & Materials

School Applicant Actions

- Letter of Intent: March 9th, 2012
- Complete Application: April 9th, 2012
- Response (if incomplete): April 19th, 2012
- Initial Review by Team: May 7th – 9th, 2012
- Conduct Interview: May 7th – 9th, 2012
- Final Review by Team: May 10th – June 7th, 2012
- Recommendation to Board: June 18th, 2012
- Board Vote: June 21st, 2012

OSRI & DPS Actions

- Present to Board: June 7th, 2012
- Public Comment Session: June 14th, 2012

The key dates for our school applicants are as follows:

- Letter of Intent – March 9th, 2012
- Complete Application – April 9th, 2012
- Response to OSRI if Application Incomplete – April 19th, 2012
- Interview – May 7th – 9th, 2012 (OSRI will notify exact date/time)
- Present to Denver Board of Education – June 7th, 2012
- OPTIONAL – Participate in Public Comment Session to Board – June 14th, 2012

**THIS WILL BE THE ONLY OPPORTUNITY TO SUBMIT AN APPLICATION IN 2012. OSRI WILL NOT HOLD A SEPARATE APPLICATION PROCESS IN THE FALL.**

**Letter of Intent:** All applicants are requested to submit a Letter of Intent (LOI) prior to submitting a complete application. The LOI template is available in Appendix A. The LOI provides formal notice to OSRI regarding applicants’ intentions to submit an application to open a school in 2013-2014.
Complete Application:

1) Proposal Narrative: In accordance with the Charter Schools Act, C.R.S. § 22-30.5-106, the narrative section herein seeks information about all major aspects of the proposed school. A complete application must include each section outlined in this application document (e.g., Executive Summary, Section I Culture, etc.). Within the narrative of each section, please use the outline headings we have provided.

2) Budget Forms: All proposals must be accompanied by completed budget forms using the template created by DPS, which can be found at http://osri.dpsk12.org/the_call. Submit only electronic copies of the budget (no paper-based copy is necessary).

3) Appendices: Submit only those appendices that are referenced in this application. Additional material beyond the narrative and appendices referenced in the application will not be considered.

Subsequent Information: Immediately upon receipt of the application, OSRI will review materials for completeness. Please plan to remain in the OSRI office for approximately 30 minutes while we conduct this review. If we determine that you have failed to submit any relevant sections or materials, we will notify you on the spot. You will have up to 10 days to submit the requested materials. After that time, OSRI will not accept any additional materials. This includes email explanations or alterations to your plans. The plan you submit is considered final.

Formatting and Submission Requirements

- The proposal must be typed with 1 inch page margins and 12 point font, single spaced.
- The proposal must be supplied both in paper format (18 copies in 3-ring binders) and in electronic format (one PDF for the body of the application, one PDF for the collection of appendices and one Excel file for the budget).
- Each major section (Culture, Leadership, etc.) must be separated by a labeled tab and begin on a separate page.
- Number all pages within each section and observe page limits whenever they are specified.
- All required appendices must be clearly labeled with the assigned appendix letter (e.g., A, B, C, etc.), separated by a labeled tab, and included in order.
- Appendices A-D are provided in the back of this application guide as forms to be filled out and included as part of the application. The applicant shall supply the remaining Appendices E-T, as instructed throughout this application guide. Note that some appendices are optional and are page limited (they are so noted in the body of the application).
- If a particular question does not apply to your team or proposal, please respond “Not Applicable.” For each instance, include a statement as to why the question is not applicable to your team or proposal.
- To confirm that you have reviewed your application for completeness, you must complete the Application Checklist that has been provided as Appendix D, and submit the completed checklist along with your application.
Deliver proposals by 5:00pm MST on April 9th, 2012* to:
Denver Public Schools, Office of School Reform and Innovation
Attn: Brenna Copeland
900 Grant Street, #406
Denver, CO  80203

*No late submissions will be accepted.

General Resources

Embedded within this application the Office of School Reform and Innovation (OSRI) provides links and directions to various informational resources for new school applicants. It is your responsibility to collect all the compliance and regulatory information necessary to open and operate a charter school in the state of Colorado and in the City and County of Denver. The resource notations are for your assistance, but are not comprehensive.

Before completing an application, we encourage you to consider three key sources of information:

1) Colorado Department of Education (CDE)
   a. CDE provides lots of information on their web-site about the state requirements for all charter schools. A good place to start is their FAQ regarding charter schools: http://www.cde.state.co.us/cdechart/faq.htm

2) Colorado League of Charter Schools (League)
   a. The League can provide assistance to potential charter applicants through an established process. Refer to http://www.coloradoleague.org/membership-and-services/new-schools-dev.php.
   b. A process timeline developed by CDE, the Charter School Institute (CSI) and the League is also available at: http://www.startacoloradocharter.org/.

3) Office of School Reform and Innovation
   a. Each cycle, OSRI organizes informational sessions for applicants. These sessions typically include professionals from student services, the English Language Acquisition (ELA) department, finance and other key departments. The sessions are a valuable information source, open to all applicants. They will be posted on the OSRI website once scheduled (osri.dpsk12.org).

Application Review

Your completed application will be reviewed by a team of professionals including staff experts at DPS, external experts and at least one parent/guardian representative. OSRI works to ensure that multiple areas of expertise are represented on each review team:

- School Leadership
- Curriculum
- Special Education
- English Language Acquisition
• Governance
• Financial
• Parent/Guardians

The Applicant Review Team (ART) works collectively to assess the quality of each application using a standards-based rubric that identifies quality criteria within a variety of domains. Each of these domains is represented in an application section, detailed below. DPS’s quality criteria have been established in partnership with a variety of local and national experts and in consultation with exemplars and best-practice research. OSRI will publish the general rubric used to evaluation applications no later than March 1st, 2012.
EXECUTIVE SUMMARY

This section in its entirety will be provided to the Board of Education of Denver Public Schools and will be posted online for the public to review, immediately upon submission of this application.

Essential Information Form

<table>
<thead>
<tr>
<th>Name of Proposed School</th>
<th>School Type (Select One)</th>
<th>Charter School</th>
<th>Performance School</th>
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</thead>
<tbody>
<tr>
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<td></td>
<td>Checked</td>
<td>Checked</td>
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<tr>
<td>Grade Configuration</td>
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<td>Model or Focus (e.g., Arts, College Prep, etc)</td>
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<td>Proposed Region for School</td>
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<td>Primary Contact Person</td>
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Enrollment Projections: Delete unnecessary rows and/or provide additional columns if you will not reach full enrollment by year five. Project your student headcount (not your funded FTEs).

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<td>Total # students</td>
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<th>Proposed Demographics</th>
<th>FRL %</th>
<th>SPED %</th>
<th>ELL %</th>
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</table>

1. Is the applicant an existing operator applying to replicate its current school(s)? (Y/N)

2. Does the school expect to contract with an education service provider (ESP), education management organization (EMO), or other organization for a substantial portion of school management/operation? (Y/N)
Executive Summary Narrative (3 page limit): Address the following questions briefly in a narrative format. Please use the outline numbering and headers provided below, but do not repeat the questions.

I. Culture

What is the mission of the school? Identify the proposed location (region and neighborhood) for the school. What outreach have you conducted to engage prospective parents, teachers and pupils within this region? How many Intent to Enroll Forms do you currently have?

II. Leadership

What critical qualifications, credentials and attributes have you identified for your school leader? Have you already identified a candidate leader? If so, please provide a short bio for that leader.

III. Education Plan

Provide a brief overview of the education program of the proposed school, including major instructional methods, key program components and assessment strategies. Briefly identify the research base that suggests that the school model will be successful in ensuring academic proficiency for the targeted student population.

IV. Teaching

Explain how you will support teacher effectiveness through evaluations and professional development.

V. Governance

Complete the following table to list all proposed Board members for the school.

<table>
<thead>
<tr>
<th>Name</th>
<th>Current Professional Title and Organization</th>
<th>Board Role</th>
<th>Focus/Expertise</th>
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Briefly outline the role of the Board in regards to school governance and academic oversight.

VI. Finance

Complete the following table with numbers from the budget supplied in this application.

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<tbody>
<tr>
<td>Number of Students</td>
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<tr>
<td>Per Pupil Revenue</td>
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<td>Grant Funds</td>
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<tr>
<td>Private Funds</td>
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<td>Other Sources</td>
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<td><strong>Total Revenue</strong></td>
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<td>Employee Salaries</td>
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<td>(including benefits)</td>
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<td>Building Expenses</td>
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<td>Services/Supplies</td>
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<td>Other Expenditures</td>
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<td><strong>Total Expenses</strong></td>
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<tr>
<td><strong>NET INCOME</strong></td>
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</tbody>
</table>

For any grants or private funds identified above, indicate whether the funding has already been secured and any plans to secure future funding.
Section I. CULTURE

(7 page limit)

This section describes the systems in place to support a strong school culture and involve key stakeholders in the school community. Address the following questions in a narrative format. Please use the high level outline components (e.g., “A. Mission Statement”) to organize your response. Do not repeat the text of the question.

Resources:
- Charter Schools Act, as part of the Colorado Revised Statutes § 22-30.5-102 regarding intents of the Charter Schools Act and § 22-30.5-106 regarding state mandated contents of a charter application.
- Student Discipline: The school’s discipline policy must be consistent with the following District discipline policies: JK-Student Discipline, JK-R-Student Conduct and Discipline Procedures, and JFK-Discipline of Students with Disabilities (found at http://www.dpsk12.org/policies/).
- Student Attendance: The school’s attendance goal must, at a minimum, meet the standard for the grade levels served, based on the SPF rubric for Student Engagement (http://communications.dpsk12.org/initiatives/district-summary-data/school-performance-framework/).

A. Mission Statement

Provide the mission of the proposed school. The mission should be aligned with the principles set forth in the Charter Schools Act (see C.R.S. § 22-30.5-102). The mission statement should be a concise statement that does the following:

- Identifies the school’s target student population and community to be served.
- Articulates clear guiding purposes and priorities that are meaningful, measurable and attainable.
- Provides the entire school community as well as external stakeholders a clear picture of what the school aims to achieve.
- Aligns to the mission of DPS.

The mission statement provides the foundation for the entire school proposal and operational plan. Accordingly, the rest of the school application should fully align with and support the stated mission.

B. Targeted Student Population

1. Identify the region you are proposing to serve as described in the Call for New Quality Schools.
2. Identify the grade levels and ages you propose to serve.

3. Provide the expected demographics for the students you plan to serve including the percentage of Free and Reduced Lunch, Special Education and English Language Learners (ELLs).

4. Explain how the decision to serve this targeted population, including the grade levels you have chosen, would meet the district and community needs as described in the Call for New Quality Schools regional needs’ analysis.

5. Identify any enrollment priorities you have set and explain how these will comply with applicable restrictions on enrollment procedures. As a note, the District may ask your school to adopt priorities for students living within a geographic zone; such priorities would be implemented on a timeline so as to not jeopardize federal start-up funding.

C. School Culture

1. Describe the planned culture for the school and how this culture will promote a positive academic environment, reinforce student intellectual and social development, and align to the goals of the Denver Plan. Explain the systems, structures, practices, and traditions the school leader and leadership team will create to foster this culture for students, teachers, administrators, and parents starting from the first day of school.

2. Explain how the school culture will include and serve students with special needs, including students receiving special education services, English Language Learners, and any students at-risk of academic failure.

D. Parent and Community Involvement

- Demonstration of community support and parent/student demand for the proposed school will be a component in the evaluation of charter proposals per Colorado Statute (C.R.S. § 22-30.5-106(c)).

1. Parent and community involvement in application phase:
   a. Describe the role of parents and community members involved in developing the proposed school. Describe the outreach you have conducted to engage prospective parents, teachers and pupils in the region you are proposing to serve.
   b. Provide evidence of support for the proposed school among prospective parents, teachers, and pupils, or any combination thereof. Support may be gauged and demonstrated through community meetings, parent/teacher/student letters of support, surveys of prospective stakeholders, and/or evidence of letters of intent to enroll among other means.
   c. Identify any organizations, agencies, or consultants that are partners in planning and establishing the school, along with a brief description of their current and planned role and any resources they have contributed or plan to contribute to the school’s development.
   d. What community resources will be available to students and parents? Describe any partnerships the school will have with community organizations, businesses, or other educational institutions. Specify the nature, purposes, terms, and scope of services of any such partnerships.
   e. Describe evidence of support from any identified community partners (e.g., letters of intent/commitment, memoranda of understanding, and/or contracts, and should specify the resources to be committed or contributed from the partner, as applicable). If the school is relying on a community partner to provide a service that is integral to the operating of the
school or educational model we strongly encourage you to provide a copy of the contract or MOU.

(Appendix E – Evidence of Support from Parents, Teachers & Pupils – no page limit)

2. Describe how you will engage parents in the school’s culture and operations. How will the school build family-school partnerships to strengthen support for learning and encourage parental involvement?

3. Explain the design of your School Accountability Committee (as required by C.R.S. § 22-11-401), including member recruitment, schedule of meetings, and the role of staff members.

E. Parent Satisfaction

1. What are your goals regarding the outcomes of DPS parent satisfaction surveys? How will you ensure high response rates? Who will be in charge of the survey?

2. What mechanisms will you utilize outside of DPS parent satisfaction surveys to assess parent satisfaction?

3. What adjustments will you make if the positive response rate does not meet the standard on the SPF rubric? Will you use the results in leadership evaluations?

F. Discipline Policy

1. What will be the guiding philosophy behind the creation of the school discipline policy and how will it reflect the school culture you described above?

2. Describe your strategy for positive behavioral reinforcements. What rituals or protocols will be in place as part of this strategy?

3. How will the discipline policy be practiced in the classroom to ensure students are on task and focused on learning?

4. Who will be responsible for implementing the school’s discipline policy? Who will enter the disciplinary records into Infinite Campus?

5. How will you ensure that minority students are not disproportionately represented in disciplinary procedures?

   ▪ If approved, you will be required to submit a discipline policy prior to opening that at a minimum meets the standards and procedures outlined in the DPS discipline policy.

G. Student Engagement

1. What is your goal for student attendance? How will you promote and reward high rates of student attendance? If you do not meet your goal, what steps will you take to improve your attendance rate? Who will be responsible for collecting and monitoring attendance data?

2. What are your goals regarding the outcomes of student satisfaction surveys? Who will be in charge of the survey? What adjustments will you make if the positive response rate does not meet the standard on the SPF rubric? Will you use the results in leadership evaluations?
Section II. LEADERSHIP
(7 page limit)

This section outlines not only the personnel but also the processes that will ensure school sustainability and achievement.

Resources:

- Student Enrollment: Refer to the Student Re-enrollment section of the SPF rubric (http://communications.dpsk12.org/initiatives/district-summary-data/school-performance-framework/).
- Consult the web-site for the Office of Choice and Enrollment Services to ensure you understand the unified enrollment system & schedule currently utilized in the District: http://soco.dpsk12.org/.
- Consult the Emergency Response and Crisis Management web-site for important information about requirements for all schools in the District: http://ercm.dpsk12.org/about.
- Charter Schools Act, as part of the Colorado Revised Statutes § 22-30.5-106 regarding state mandated contents of a charter application, particularly insurance coverage and transportation provisions.

A. Leadership Team Personnel

1. Provide the profile of your school’s ideal leader, including skills, qualifications, and characteristics. Is it a requirement that your school leader has school leadership experience?

2. Provide a detailed description of the recruiting, hiring, and selection process, and timeline for identifying the school leader. Who makes the hiring decision for the school leader position?

3. If the Principal/Head of School candidate has been identified:
   a. Explain why this individual is well qualified to lead the proposed school in achieving its mission and goals. Summarize the proposed leader’s academic and organizational track-record. Provide specific evidence that demonstrates the leader’s capacity to design, launch, and manage a high performing school. If the school leader has never run a school, describe any principal leadership training programs that the proposed leader has completed or is currently attending.
   b. Provide specific data that demonstrates strong evidence of the school leader’s ability to effectively serve the proposed target population.

4. What other personnel will make up the leadership team? What are the essential duties and responsibilities for each person on the leadership team?

5. What are the qualifications and credentials necessary for the other members of the leadership team?

6. Have the other members of the leadership team been identified? If not, what is the timeline to fill each position?

7. What systems are in place in your leadership team structure to ensure redundancies in knowledge and skill? How do you plan to proactively build a succession plan for your school leader?

(Appendix F – Job Descriptions for all Leadership Team Positions – 8 page limit)
B. Leadership Team Coaching and Evaluation

1. Explain the school’s system for identifying the school leader’s need for coaching and PD as well as for providing these supports.

2. Explain how and when the governing board will evaluate the performance of the school leader. In particular, identify how student performance will be factored into the school leader’s evaluation.

3. How is the board qualified to evaluate the school leader?

4. How will the school’s board handle unsatisfactory leadership performance?

5. Who will coach and evaluate the other members of the leadership team (i.e., not the Principal)?

C. School Personnel Structure

1. In addition to the leadership team discussed above, outline the key positions that your school will fill to ensure successful ongoing operations. Indicate what functions may be outsourced to third parties or consultants.

2. Supply an organizational chart that includes each position/title, name of person holding the position (if applicable), and the year in which the school anticipates adding the position to the staff roster. This organizational chart will be compared against the budget figures supplied elsewhere; the two should sync.

   ▪ General education teaching positions can be included as one box on the org chart; however, special education and ELL positions should be listed separate from general teaching.

C. School Personnel Structure

   (Appendix I – School Organization Chart – 2 page limit)

3. Supply a staff roster that details all staff positions such that teaching positions are listed individually and all paraprofessional or specialty teachers are included. This roster should be a full list of the planned staff, but can be in list format as opposed to an organization chart. If you are phasing in your program, please use multiple columns to indicate which positions will be added in which years.

   (Appendix J – Staff Roster – 2 page limit)

4. Outline the proposed school’s salary ranges and employment benefits for all employees, as well as any incentives or reward structures that may be part of the compensation system.

D. Employment Policies

1. Explain the relationship that will exist between the proposed Charter School and its employees, including whether the employees will be at-will and whether the school will use employment contracts (C.R.S. § 22-30.5-106(i)).

2. Describe policies regarding salaries, contracts, hiring and dismissal, benefit plans (including pensions), and other matters related to staffing. In addition, describe policies on equal employment opportunities, maintenance of a drug-free workplace, and how the grievance process applies to teachers. Describe the background check process you will utilize. If these policies are not yet in place, describe the timetable under which they will be developed and the
outline of their contents. Attach any personnel policies or an employee manual, if developed (C.R.S. § 22-30.5-106(i.5)).

(Appendix K – Personnel Policies or Employee Manual – 10 page limit)

E. Operations – Student Recruitment & Enrollment

1. What will be your maximum student enrollment? Provide forecasted figures by grade level (use the chart provided in the Executive Summary section). If your forecasted enrollment is different than your maximum enrollment, explain your rationale.

2. What activities and events will you conduct to recruit students? Who will participate and who has primary responsibility for ensuring the school meets your enrollment targets?

3. How will you specifically reach out to families in poverty, academically low-achieving students, students with disabilities, linguistically diverse families and other youth at risk of academic failure?

4. Will you be collecting Intent to Enroll forms during your pre-opening year? How many Intent to Enroll forms have you collected as of the time of submission? How many do you expect to have by December 1st?

5. Please outline your planned enrollment process, including specifics around any admission requirements or priorities for students, lottery procedures and policies around waiting lists.

6. What is your target re-enrollment rate for each year? How does this target compare to the SPF rubric for this metric?

   • If approved, your school will need to submit a complete Enrollment Policy by August so that the Office of Choice and Enrollment Services can incorporate enrollment priorities into the annual process.

F. Operations - Transportation

1. Will you provide transportation for students? If your school plans to locate in a part of town where DPS currently operates a shuttle system, you will be encouraged to participate in that system.

2. If you do not plan to provide transportation, how will you ensure that your school is accessible to low-income and disadvantaged students?

G. Operations - Safety and Security

1. Explain your process to create and maintain the District required Emergency Management Plan. Who will have primary responsibility for this plan?

2. What technology and processes will you employ to ensure the ongoing safety and security of students and staff in your building?

H. Operations - Insurance Coverage

1. Provide a list of the types of insurance coverage the school will secure, including a description of the levels of coverage. Types of insurance would include Worker’s Compensation, liability, property, indemnity, educator liability, directors and officers, errors and omissions, automobile, and other.
Section III: EDUCATION PROGRAM

(22 page limit)

This section will describe the educational program designed to meet the needs of all students through well-developed curriculum, assessment system, programs for special populations, and clear systems for instructional planning.

Resources:

- All schools must employ standards that meet or exceed the Colorado P-12 Academic Standards. Review the standards at: [http://www.cde.state.co.us/cdeassess/UAS/CoAcademicStandards.html#standards](http://www.cde.state.co.us/cdeassess/UAS/CoAcademicStandards.html#standards).

- High schools approved by the DPS Board of Education will be expected to meet, at a minimum, the same graduation requirements as all other DPS high schools, set forth in Policy IKF- Graduation Requirements (posted at [http://www.dpsk12.org/policies/](http://www.dpsk12.org/policies/)).

- Refer to the Colorado Department of Higher Education’s Admission Standards Policy ([http://highered.colorado.gov/Publications/Policies/Current/i-partf.pdf](http://highered.colorado.gov/Publications/Policies/Current/i-partf.pdf)) for a list of courses required to enter four-year public institutions in Colorado.

- All schools in Colorado must administer (at a minimum) the correct, state mandated assessments to monitor student progress. Review information about these standardized assessments at: [http://www.cde.state.co.us/cdeassess/index_assess.html](http://www.cde.state.co.us/cdeassess/index_assess.html).

- All elementary schools shall meet the requirements of the Colorado Basic Literacy Act that seeks to ensure all students by the 3rd grade have the literacy skills essential for success in school and life. Review information at: [http://www.cde.state.co.us/coloradoliteracy/cbla/index.htm](http://www.cde.state.co.us/coloradoliteracy/cbla/index.htm).


- Consult the website of the Department of English Language Acquisition at DPS for guidance around the provision of services to ELL students: [http://ela.dpsk12.org/](http://ela.dpsk12.org/).

- Refer to “Information for Applicants: Program Criteria for English Language Learners” in the back of this application guide for requirements around serving ELL students.

- RTI: Charter schools are responsible for implementing the state requirements for RTI. To learn more about RTI and the requirements and implementation please visit [http://www.cde.state.co.us/Rti/](http://www.cde.state.co.us/Rti/).

- Schools must comply with the Exceptional Children’s Education Act (ECEA) regarding the provision of services to students with disabilities and gifted and talented (G&T) students. Consult regulations at: [http://www.cde.state.co.us.gt/lawsregs.htm](http://www.cde.state.co.us.gt/lawsregs.htm).

A. Curriculum

1. Describe your proposed curriculum. In particular, describe:
   a. The curricular model and focus
   b. The learning environment (e.g., class size, structure, etc.)
   c. Instructional methodology and strategies necessary to deliver the curriculum
d. Methods to differentiate instruction to meet the needs of your targeted student population

2. **Evidence Basis.** Present evidence that the proposed curriculum is research-based and has delivered or will deliver rigorous, engaging and effective instruction for the target student population. If evidence of effectiveness in other schools serving similar populations is not available, explain why the proposed program is likely to succeed with your targeted population.

3. **Instructional Materials.** For each core subject area, unique focus area, and performance level (grade level, age grouping, etc.) for the first five years of operation, discuss the resources and instructional materials to be used to aid in the transference of information (trade books, multimedia aids, science kits, etc.) and that are aligned with the mission and philosophy of the school and the proposed learning standards. Describe the types of content materials and skill development activities. In addition, discuss how the resources and instructional materials will lead to the accomplishment of the school’s goals; in particular, how they inform instructional decisions and assist teachers in meeting the needs of all students, including English language learners and students with exceptional needs.

4. **Scope/Sequence.** Provide an overview of the course scope and sequence by subject for all major existing grades that the school would serve (e.g., K, 3, 5, 8, 12 as applicable), including alignment with Colorado Academic Standards/Common Core State Standards. What resources have you used in developing the scope and sequence?

*(Appendix L – Course Scope and Sequence for One Grade in Each School Level – 15 page limit)*

5. **Standards.** Do you plan to adopt the Colorado State Standards, as adapted to match the Common Core Standards, as your academic standards? If so, explain how these standards will be implemented using the curricular materials described above. If you plan to adopt or develop additional academic standards beyond the district and state standards, explain what kinds of standards (content areas, grade levels) you intend to adopt or develop. How do you know that your proposed standards meet or exceed the state standards? Please provide evidence of this.

6. **Cultural Relevancy.** Describe how the school’s curriculum will ensure cultural relevancy. Provide an overview of how the particular framework and/or the curriculum materials will address the needs of culturally and linguistically diverse students.

7. **Timeline of Curriculum Development.** If the curriculum is not fully developed, provide a timeline outlining curriculum development during the school’s pre-opening year. Who will be responsible for completing the alignment of curriculum with standards? How are funds allocated in the budget to account for this process?

**B. School Schedule & Calendar**

1. Provide the school’s proposed calendar for the first year of operation and identify the total number of days and hours of instruction. Identify the number of in-service days for teachers. Explain how the calendar will support the stated goals of the educational program.

2. Provide sample daily schedules for one week of classes, both from the perspective of a student and the perspective of a teacher. Describe the structure of the school day and week. Note the length of the school day, including start and dismissal times. Provide the minimum number of hours/minutes per day and week that the school will devote to academic instruction in each grade for core subjects such as language arts, mathematics, science, and social studies. What is the average number of minutes of academic instruction to be provided each day? Explain how
the school’s daily and weekly schedule will optimize student learning for all students, including those needing either acceleration or intervention.

(Appendix M – School Calendar & School Day Schedule – 3 page limit)

C. Progress Monitoring and Assessment

1. Outline the clearly measurable annual achievement goals and objectives the school will set in order to meet or exceed District expectations for the School Performance Framework indicators and to meet state expectations for student academic growth. State your goals in terms of the performance of students on state-mandated assessments, and identify any other measures or assessments you plan to use for particular indicators and goals. Be sure to include goals unique to student cohorts identified in the SPF by specific measures such as closing the achievement gap and advancing ELLs.

2. Explain how the school will measure and evaluate academic progress – of individual students, student cohorts, and the school as a whole – throughout the school year and at the end of each academic year. Explain how and when the school will administer each of the state mandated assessments (e.g., TCAP, CELA, CoAct, etc.). What interim assessments will you use (note, schools may use the DPS interim benchmark tests)? How do you know that your proposed assessments are valid and reliable indicators of progress? Explain how these assessments align with the school’s curriculum, performance goals and state standards.

3. Explain how and how frequently the school will collect and analyze longitudinal student academic achievement data, use the data to refine and improve instruction, and report the data to the school community (specifically parents). Identify the person(s), position(s), and/or entities that will be responsible and involved in the collection and analysis of assessment data.

4. Describe the information system(s) the school will use to manage student performance data. Identify the staff member(s) who will be responsible for warehousing the data, interpreting the data for classroom teachers, and leading or coordinating professional development to improve student achievement.

5. Describe the corrective actions the school will take if it falls short of student academic achievement expectations or goals at the school-wide, classroom or individual student level. Explain what would trigger such corrective actions and who would be responsible for implementing them.

6. What other types of data will you collect (i.e., attendance, credit accumulation)? Describe the structures and systems the school will have to collect this data. Identify the person(s), position(s), and/or entities that will be responsible for the collection and reporting of such data to the District to fulfill District, state, and federal reporting requirements.

7. Explain the school’s policies and standards for promoting students from one grade to the next. How and when will promotion and graduation criteria be communicated to parents and students? If you plan to use promotion policies that differ from the District, please describe those policies.

8. Graduation Requirements (High Schools only).
   a. List your school’s graduation requirements and how they at a minimum meet district and state requirements.
b. Explain how the school will ensure students will meet their graduation requirements. Explain how students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered. If graduation requirements for the school will exceed those required by DPS Policy IKF, explain any additional requirements. Explain how your graduation requirements will ensure student readiness for college or other postsecondary opportunities (trade school, military service, or entering the workforce).

c. Provide the school’s exit standards for graduating students. Exit standards should clearly set forth what students in the last grade you anticipate serving will know and be able to do.

D. English Language Learner Students

1. Identification Process. Who is in charge of collecting and administering the DPS Home Language Questionnaire? What will you do with the information from the questionnaire?

2. Assessment and Placement. When will you assess students for placement? What valid and reliable English Language Proficiency (ELP) assessment will you use to determine proficiency levels in listening, reading, writing, and speaking English? How often will you assess students for progress? What will you do with the results? How will you ensure that parents are aware of the school’s programs and services? Who will notify parents about placement in a Language Instruction Educational Program (LIEP), what will be included in the notification, and when will it happen? If students receive Spanish instruction, what grade or subject appropriate assessments will you use to assess the knowledge of ELL students?

3. Program Design and Curriculum. Describe your English Language Acquisition (ELA) program. What curriculum will you use during the English Language Development (ELD) block? Provide evidence that your ELD curriculum is research-based and aligned to the Colorado English Language Proficiency standards. How will you structure your instructional schedule to provide adequate instruction in ELD? What are your performance objectives and what standards will you use to measure the progress of ELL students? What instructional techniques will be utilized to help ELLs develop and understand academic vocabulary appropriately in speaking, reading, and writing? How will teachers support students’ various English language development levels? How will you ensure that parents are aware of the school’s programs and services?

4. Teaching. Provide the profile of the staff member responsible for the management of the ELA program, including responsibilities, qualifications, certifications, relevant language proficiency, and knowledge of the history and culture of the ELLs in the program. Describe the professional development opportunities that will be offered to administrators evaluating the ELL program staff, and to teachers in ESL/bilingual, mainstream, and content-specific classrooms.

5. Exiting/Redesignation. Describe your plan to exit/redesignate students from the ELA program. Who will be involved? What will determine the exiting/redesignation of students? What valid, reliable, and objective criteria will you use to measure English proficiency in each of the four language domains? Describe your plan to monitor students after exit/redesignation. How will you determine if additional ELA program services are needed?

E. Special Education Students

1. Explain how the school will identify students with disabilities and special needs. Which staff will be responsible for this identification? What will be the process to identify students? How will the school avoid misidentification?
2. How will the school recruit students with special needs? How will information about a student’s specific needs factor into a decision to offer admission, if at all? Who will make the final decision about whether a student can receive adequate services at the school?

3. How will the school provide qualified staffing for students with mild and moderate needs, ensuring that all staff hired are “Highly Qualified” in accordance with No Child Left Behind and are appropriately licensed and endorsed to serve mild and moderate needs students? What are the pre-requisite qualifications for these positions? Explain how you will recruit, hire and retain teachers that meet these requirements.

4. Describe the specific, research-based instructional programs, practices, and strategies the school will employ to provide a continuum of services, to ensure students’ access to the general education curriculum, and to ensure academic success for students with special education needs.

5. What schedule adjustments do you plan to make in order to meet the needs of your special education students?

6. How will the school’s assessment system, outlined above, enable the school to regularly evaluate and monitor the progress and success of special education students so that students attain those goals set forth in the Individualized Education Program (IEP)?

7. How will the school provide professional development and train teachers to serve the needs of mild and moderate needs students?

8. If asked by DPS to host a center program to serve students with severe special needs, how will the school structure and staff the program? What resources will the school need to provide high-quality support? How will the school provide qualified staffing for students with severe needs? How will the school provide professional development to these teachers?

F. Academic Intervention and Acceleration

1. How will the school’s assessment system enable the school to identify students in need of academic intervention or acceleration? What process will be used to identify those students? Which staff members will be involved?

2. Describe how the school will implement Response to Intervention (RTI) that meets the state’s requirements and that includes specific research-based strategies to support students in Tiers I, II, and III.

3. What specific interventions will be employed to help close the achievement gap?

4. How will your school schedule and use time to ensure adequate opportunities to support the needs of all students, including ELL, SPED, intervention, and G&T programming?

5. For High Schools Only. Explain what systems and structures the school will implement for students at risk of dropping out of high school and/or not meeting the proposed graduation criteria (i.e., credit recovery, etc.).

G. Gifted and Talented Students

1. Explain how the school will identify gifted/talented and academically advanced students. What criteria will be used to determine exceptional ability or potential? Who will be accountable for identifying these students?
2. What methods will the school use to improve the representation of traditionally under-represented student cohorts in its G&T programs?

3. Describe the research-based instructional programs and strategies that the school will use to appropriately address the educational needs of gifted students. Will the programs require additional instructional materials?

4. How will you adjust your schedule, if necessary, to meet the needs of G&T students?

5. How will the assessment system described earlier support the ongoing tracking of progress for students who may be above grade level?

6. How will the school provide qualified staffing for G&T students, ensuring that all staff hired are “Highly Qualified” in accordance with No Child Left Behind? What are the pre-requisite qualifications for these positions? Explain how you will recruit, hire and retain teachers that meet these requirements.

7. How will the school provide professional development and train both G&T and general education teachers to serve the needs of G&T students?

H. Supplemental Programming

1. Describe any unique or supplementary programs you will offer students (and families) to promote improved mental, emotional and physical health. Who will conduct these programs? Will they be optional? What community resources will you leverage to offer these programs?

2. Describe the extra- or co-curricular activities or programming the school will offer. What are the activities, how often they will occur, who will manage or oversee activities and how will they be funded (including, will there be a fee for student participation)? Include description of sports to be offered.

3. Describe any volunteer or service programs for students, if these have not already been addressed elsewhere in the application.

4. For schools offering summer school. Describe the summer school program you are proposing. How many students are expected to attend summer school, and how will they be selected for participation? How many hours and weeks of summer school will you provide, and how will it be funded? What specific student needs will the summer school address?
Section IV: TEACHING
(5 page limit)

This section will describe the systems in place to promote teacher quality, beginning with a rigorous hiring process and including teacher coaching, evaluation, and professional development.

Resources:
- Charter Schools Act, as part of the Colorado Revised Statutes § 22-30.5-106 regarding state mandated contents of a charter application, particularly the relationship between the school and its employees and employment policies.
- The DPS website provides guidance around Highly Qualified Teachers, found at: http://nclb.dpsk12.org/teachers.

I. Teacher Recruitment, Hiring, and Retention
1. Describe the standards that will be used in hiring teachers. Describe the professional backgrounds, depth of experience, and personal qualities that will be sought in teachers and other school staff and how those qualities will help the school achieve its goal.
2. Explain how you will ensure that all staff hired are “Highly Qualified” in accordance with No Child Left Behind. What are the pre-requisite qualifications for each position? Explain other key selection criteria and any special considerations relevant to your school design. Note whether you plan to request a waiver from licensed instructional staff.
3. Describe the timeline through which you plan to interview and select teachers. How will you publicize open positions? Who will make hiring decisions for teachers? How will you assess whether good hiring decisions are made on an annual basis?
4. Explain what cultural competencies will be required of key staff positions in order to appropriately serve the proposed target population.
5. What strategies will you deploy to promote retention of your best performing teachers. Do you have a target retention rate? Is retention part of the annual goal setting process? Does staff retention factor into the school leader’s evaluation?

J. Teacher Coaching
1. What are the primary goals for teacher coaching in your school? Are there specific areas on which you expect to focus? What criteria will you use to establish coaching feedback?
2. Describe the school’s plan to coach teachers. Which personnel will be involved in teacher coaching? Will teachers receive feedback from non-supervisory coaches or peers?
3. Outline the schedule for classroom observations and subsequent feedback discussions with teachers. How often will teachers receive feedback?
4. What research basis are you using to create classroom observation protocols and feedback instruments? What methodologies will teacher coaches employ to ensure they are delivering relevant and differentiated feedback to drive improved student outcomes?
5. How will the teachers receive coaching on feedback on their instructional planning?

K. Teacher Evaluation
1. What are the standards that will be used to evaluate teachers? How will these standards be developed?

2. Explain how the school will evaluate the performance of the faculty. Who will have primary responsibility to evaluate teachers?

3. On what schedule will teachers receive evaluations?

4. Will the evaluations tie to performance goals outlined at the start of the school year? If so, how will these goals be developed? How will evaluations inform teacher professional development?

5. Explain how your evaluation tools and processes will align with Colorado SB-191. Specifically address what role student progress and achievement will play in teacher evaluations.

6. Will you be using the DPS developed LEAP framework as a part of your teacher evaluation system? Why or why not?

7. What steps or actions will the school take when teacher performance is unsatisfactory?

(Optional Appendix N – Draft Teacher Evaluation Tools – 10 page limit)

L. Professional Development

1. Describe the professional development standards and opportunities that will be offered to the teaching staff, and identify who will be responsible for developing, leading and evaluating professional development at the school.

2. Provide a schedule and explanation of professional development that will take place prior to school opening. Explain what will be covered during this induction period and how teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods.

3. Identify the expected number of days/hours for professional development throughout the school year and explain how the school's calendar, daily schedule, and staffing plan will be structured to accommodate this plan. Note when teachers will have time for common planning or collaboration, and how such time will typically be used.

4. Explain how professional development will be aligned with the interim assessment process and adjusted during the year to address areas of need that are identified.

5. Explain how the professional development program will support staff in the cultural competency necessary to effectively serve linguistically and culturally diverse students.

6. Explain how the professional development program will be evaluated to assess its effectiveness and success.
Section V: GOVERNANCE

(12 page limit)

The Governing Board is the entity legally responsible for holding the charter, entering into the contract with Denver Public Schools and overseeing the operation and academic performance of the charter school. Governance includes all financial planning, budgeting and oversight.

Resources:

- Training modules for governing board members of Colorado charter schools can be found at: www.boardtrainingmodules.org.
- CDE Resources on Funding:
  - Worksheet to calculate charter at-risk funding: http://www.cde.state.co.us/cdefinance/charteratrisk.htm
  - Per Colorado Revised Statutes § 22-44-105(4), refer to CDE’s Chart of Accounts Handbook, found at: http://www.cde.state.co.us/cdefinance/sfCOA.htm
  - Financial Policies and Procedures: http://www.cde.state.co.us/cdefinance/sfFPP.htm
  - CDE provides guidance on Colorado school finance and categorical program funding, found at: http://www.cde.state.co.us/cdefinance/generalinfo.htm
- For information on Title I, II, and III grants, refer to http://fedprograms.dpsk12.org/
- Please refer to “Information for Applicants: Per Pupil Funding” and “Information for Applicants: Mill Levy Funding” at the back of this application guide.
- Charter school budget considerations:
  - Central Administrative Overhead: The district provides each school authorizing services at an approximate cost of 3.1% of total per pupil revenue. Services include the support of the Office of School Reform and Innovation and student information system support.
  - District Required Special Education Services: The 2011-2012 required special education services cost is $500 per funded pupil count. This cost changes annually based on the district’s actual cost in providing special education services.
  - Pension Contribution: Pursuant to C.R.S. § 22-30.5-111(3), a District approved Charter School and its employees, must make the appropriate contribution to the Denver Public Schools retirement system, which was recently merged with PERA. The Denver Public Schools’ pension obligations are currently comprised of (1) the employer contribution to PERA and (2) the debt service on the pension certificates of participation (PCOPs). Please note that PCOPs and PERA contribution rates are set by law under Senate Bill 10-001 and can be found at http://www.copera.org/pdf/5/5-123.pdf. The 2012-2013 PERA and PCOPS rates are set to be 19.25% (combined). However, the rate quoted above will be adjusted. DPS entered into a financial transaction to bring its pension to full funding in 2008; therefore, interest paid on past PCOPs contributions reduces the total amount paid to PERA.
  - TABOR Reserve: Per Article X, Section 20(5) each charter school shall reserve 3% or more of its fiscal year spending excluding bonded debt service. Unused reserves apply to the next year’s reserve.
A. Governance Philosophy.

1. Explain the general philosophy of governance that will guide the proposed school. What is the primary role of the school’s board in regards to the school operation? Please make sure that within your answer you distinguish management versus governance responsibilities.

2. How will the board interact with the Principal or Head of School?

B. Board Capacity and Structure

1. Describe the governance structure of the proposed board. What committees will exist and how will membership be determined? Will there be an advisory group that is different in form and function than the governing board? If so, describe the function of that group.

2. Describe the size and composition of the governing board, both currently and as desired going forward. Identify key skills, areas of expertise, and constituencies that will be represented on the governing board, as well as their involvement with the school’s target population. List all current board members and their roles, and summarize their interests in and qualifications for serving on the school’s board. How will the proposed composition ensure that: (a) the school is an educational and operational success and (b) that key stakeholders and community members will be active in the governance of the school?

3. Explain the board development plan for increasing the capacity of the governing board. How will the board expand and develop over time? How and on what timeline will new members be recruited and added, and how will vacancies be filled?

4. What kinds of orientation or training will new board members receive, and what kinds of ongoing development or training will existing board members receive? When will this training occur and what topics will be addressed?

5. How frequently will the board meet?

6. Have you filled your board as of submitting this application? If not, identify your timeline to recruit additional members and the skill sets you plan to add to the board.

(Appendix O – Resumes of all Board Members – 12 page limit)

- All board members are required to fill out the “Charter School Board Member Questionnaire,” found in Appendix B. These completed questionnaires should be included in the application as Appendix B.

C. Board Member Engagement

1. Explain the criteria and procedure by which board members have been and will be selected.

2. What are the attendance and committee service requirements for Board members?

3. How will board members be held accountable? Outline the key expectations for board members. What actions would trigger removal from the board and under what process?

D. School Oversight

1. How will the board approach its oversight role? Describe the metrics or progress indicators that the board will consider in its analysis of the school, as well as how the board will receive this information (i.e., dashboard.) Be sure to include both the academic and financial metrics, and the frequency with which the board will review these metrics.
2. How will the board and leadership utilize the school’s mission in everyday practice and decision-making?

3. How will the board evaluate the school leader or principal? What evaluation tool will be used? What key performance criteria will be examined? How will academic achievement of students factor into the school leaders’ evaluation?

4. Describe the school leader contract. Will there be performance targets in that contract? What key indicators would trigger board action in regards to the leadership of the school?

5. How will the board oversee and implement the school’s grievance process and policy? What is the role of the board when a staff member or a parent has a grievance? What are the goals of the board in terms of monitoring and resolving staff and parent complaints?

6. Describe your solvency-related financial goals, as demonstrated in the submitted budget form, including specific metrics which will be monitored.

E. Board Status and Compliance

1. Describe the proposed school’s legal status, including whether you have filed Articles of Incorporation and whether you have obtained or plan to seek federal tax-exempt status. If the school will be incorporated, will it be a member or nonmember corporation? Who will the members be?

2. How did you (or will you) draft your Articles of Incorporation & Bylaws? With whom did you consult? How did you ensure compliance with state and federal laws?

   *(Appendix P – Articles of Incorporation & Bylaws – no page limit)*

3. Please describe the procedures for identifying and addressing conflicts of interest.

   *(Appendix Q – Conflict of Interest Policy – 4 page limit)*

4. Describe how the school and governing board will comply with Open Meetings and Open Records laws.

F. Budget and Policy Narrative

1. Describe your School Finance Act revenue assumptions including estimated percentage of students who are eligible for free lunch.

2. Describe your anticipated private revenue sources including contributions and grants. Note which are secured and which are anticipated as well as how each revenue stream will be used in support of non-core operational expenses.

3. How will you reach your enrollment goals? How are the costs associated with these goals reflected in the budget?

4. Describe any services to be contracted, such as business services payroll and auditing services, including costs and criteria for selecting such services.

5. If anticipated revenues are not received or are lower than expected, what specific changes will you make (explain in narrative format)? In addition, have you included a contingency set aside in your budget?

6. Describe the systems, policies and procedures, including internal controls, which will be in place to responsibly manage accounting, purchasing, payroll and financial reporting requirements including a year-end audit.
All applicants are required to submit the completed charter application budget form as a separate electronic document in excel. Applicants do not need to submit a hard copy of the budget form. This budget template can be found on the DPS website at http://osri.dpsk12.org/the_call.

All applicants are to fill out the School Facility Questionnaire, located in Appendix C.
Section VI: WAIVERS
(as needed)

Resources:
- All district policies are available at [www.dpsk12.org/policies](http://www.dpsk12.org/policies).
- Refer to “Information for Applicants: Automatic District Waivers” in the back of this application guide for a list of automatic waivers from district policies granted to all charter schools.
- All state statutes are available at [www.cde.state.co.us](http://www.cde.state.co.us).
- Refer to “Information for Applicants: Automatic State Waivers” in the back of this application guide for a list of automatic waivers from state statutes granted to all charter schools.
- Information on requesting waivers is available at: [http://www.cde.state.co.us/cdechart/waivers.htm](http://www.cde.state.co.us/cdechart/waivers.htm).

A. District

1. If the Charter School wishes to waive additional district policies, list them here and provide a detailed rationale for why these additional waivers are critical for the operation of the proposed school.
   - Participation in the DPS pension and discipline policies will not be waived.

B. State

1. If the Charter School wishes to waive additional state statutes, list them here and provide a detailed rationale for why these additional waivers are critical for the operation of the proposed school.
As stated in the Call for Quality Schools, DPS welcomes new school applicants who specifically wish to provide a high quality option for students in a facility where the existing school is under-going District turnaround efforts. New schools selected as a turnaround solution must have a clear plan for dramatically improving persistently underperforming school cultures, significantly raising student achievement and effectively meeting the needs of at-risk populations, often including a high percentage of English Language Learners and students with special needs. These new school applicants are expected to establish strong partnerships with the school community.

Please address the following questions if you are willing to consider serving as a turnaround option.

1. Describe how your proposed school will meet the needs of a student population currently attending an underperforming school. How will you build a strong school culture? How will your proposed educational model ensure your school significantly raises student achievement?

2. Why are you interested in serving as a replacement school in a turnaround effort?

3. Provide an accelerated phase-in plan that details how your proposed school would take responsibility for all grades and all existing programs of a school, including center programs, ELA-S, and ECE programs.

4. Describe your plan for successfully recruiting, transitioning, and retaining students who are in the school being replaced or who would be going to the school that is being replaced. What specifically would you do to seek parent and community support?

5. Please describe your plan to work with the existing school during the transition.

Notes about turnaround schools:

- For turnarounds at the elementary level, the district will generally seek new schools to phase in over a two year period, beginning Year 1 with grades ECE/K through grade 2 and transitioning grades 3 through 5 in Year 2. For turnarounds at the secondary level, the district will generally seek new schools to phase in one grade at a time.

- In most cases, replacement schools will be asked to participate in an enrollment/boundary zone.

- A new school selected as a replacement option for a turn-around setting will be expected to assume all programs operating within the existing school, potentially including an ECE program and/or center programs.
Optional Section VIII: ESP/EMO Relationship  
(10 page limit)

Resources:

If the proposed school intends to contract with an education service provider (ESP) or an education management organization (EMO) – such as a charter management organization or other school management organization – provide the following additional information:

A. ESP/EMO Selection
   1. Explain how and why the ESP/EMO was selected.

B. ESP/EMO Track Record
   1. List of all schools operated by the ESP/EMO that serve the same grade levels as and student populations demographically similar to the anticipated population of the proposed school. Include name, year opened, contact information, location, number of students, and contact information for the authorizer for each currently operating school.
   2. Explain the ESP's/EMO's success in serving student populations similar to the target population of the school. Describe the ESP’s/EMO’s demonstrated academic track-record as well as successful management of non-academic school functions (e.g., back-office services, school operations, extracurricular programs). Provide summary information from specific reference checks conducted by the applicant (regarding the ESP/EMO) and include the name of the reference.
   3. Provide student performance data, including disaggregated student performance data (growth data where possible) for all schools operated by the ESP/EMO that serve the same grade levels as and student populations demographically similar to the anticipated population of the proposed school.
   4. Provide evidence of the financial health of the ESP/EMO.  
      *(Appendix R – Financial Audit of ESP/EMO – 15 page limit)*
   5. Explain any management contract terminations as well as any charter revocations, non-renewals or withdrawals/non-openings that the proposed ESP/EMO has experienced.

C. Legal Relationships
   1. Provide evidence that the board is independent from the ESP/EMO and self-governing, including separate legal representation of each and arms-length negotiating.
   2. Discuss any potential conflicts of interest between the ESP/EMO and the school.
   3. Provide evidence that the corporate entity is authorized to do business in Colorado.  
      *(Appendix S – License Authorizing Business in Colorado – 2 page limit)*
   4. Explain the supervisory responsibilities of the ESP/EMO (if any), including which school employees the ESP/EMO will supervise, how the ESP/EMO will supervise these employees, and how the Charter School Board will oversee the ESP/EMO supervisory responsibilities.
5. If the charter school intends to enter into a lease, execute promissory notes or other negotiable instruments, or enter into a lease-purchase agreement of other financing relationships with the ESP/EMO, the applicant must provide evidence that such agreements are separately documented and not be a part of or incorporated in the ESP/EMO agreement. Such agreements must be consistent with the school’s authority to terminate the ESP/EMO agreement and continue operation of the school.

D. Organizational Structure

1. Provide a detailed description of the roles and responsibilities of the ESP/EMO.

2. Describe the scope of services and costs of all resources to be provided by the ESP/EMO.

3. Describe the oversight and evaluation methods that the Board will use to oversee the ESP/EMO. What are the school-wide and student achievement results which the management organization is responsible for achieving? How often, and in what ways, will the board review and evaluate the ESP’s/EMO’s progress toward achieving agreed-upon goals? Will there be an external evaluator to assess the ESP’s/EMO’s performance? What are the conditions, standards, and procedures for board intervention, if the management organization’s performance is deemed unsatisfactory?

4. Describe the compensation structure, including clear identification of all fees to be paid to the ESP/EMO. What is the schedule on which the ESP/EMO will receive compensation?

5. Describe the financial responsibilities of the ESP/EMO, including the ownership of items purchased with public funds. Which operating and capital expenditures will each party be responsible for? What types of spending decisions can the management organization make without obtaining board approval? What reports must the management organization submit to the board on financial performance, and on what schedule?

6. Explain the duration, renewal and termination of the management agreement. How often will the management agreement be renewed? Describe the conditions that both the ESP/EMO and the school must satisfy for the management agreement to be renewed. Describe the procedures for determining whether the management agreement will be renewed. On what grounds can the ESP/EMO or the school terminate the management agreement for cause (including provisions for notice to the other party)? What are any conditions under which either party may terminate the management agreement without cause? List any indemnification provisions in the event of default or breach by either party.

(Appendix T – Draft of Management Agreement – 10 page limit)
Appendix A: Letter of Intent

This letter of intent (LOI) will provide formal notice to the Office of School Reform and Innovation in Denver Public Schools regarding an applicant’s intention to submit a new school proposal for the 2013-2014 school year cycle.

*The information presented in the LOI is non-binding.*

### Name of Proposed School:

### Type of School: Charter ☐ Performance ☐

### Grade Configuration:

### Model or Focus:

### Primary Contact Person:
- **Phone:**
- **Email:**
- **Region:**

### Proposed Leader (if known):
- **Replication:** Yes ☐ No ☐
- **Contract with ESP/EMO:** Yes ☐ No ☐

### Enrollment Projections: Provide additional rows and columns if necessary.

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
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<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Total # students

### FRL % | SPED % | ELL %

### Proposed Demographics

### Mission of School:

Provide a brief overview of the education program of the proposed school:

### Complete the following table to list Board members for the school at this time.

<table>
<thead>
<tr>
<th>Name</th>
<th>Current Professional Title and Organization</th>
<th>Board Role</th>
<th>Focus/Expertise</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>
Appendix B: Charter School Board Member Questionnaire
(To be completed individually by each proposed board member for the Charter School)

The purposes of this survey are: 1) to supply pertinent information to the application review team; 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development; and 3) to identify any potential conflicts of interest you may have as a board member.

Conflict of Interest
The information requested below is being requested to identify any potential conflicts of interest that you may have as a board member. This is in alignment with best practices in non-profit and charter school governance and is also DPS policy for its board members. If the charter school is approved, any conflicts of interest that are identified must be addressed by the charter school in alignment with its board conflict of interest policy.

Background/Criminal History Checks
Background checks are an important volunteer management tool for charter schools. The safety of students, employees, and board members is of upmost importance. Moreover, the judicious oversight of the school’s finances and operations is among the governing board’s main responsibilities. In addition, it is DPS policy to conduct a background check on all volunteers who are working with our schools. In keeping with that policy, if the charter school is approved, DPS will request that the school conduct background checks with their volunteers including board members.

Name of charter school: 
Your Name: 
Home Address: 
City/State/Zip: 
Telephone: 
Email: 
Employer: 
Employer Address: 
Employer City/State/Zip: 

Are you a Colorado resident? □ Yes □ No
Will (or do) any of your children attend this public charter school? □ Yes □ No
Conflict of Interest

1. Indicate whether you currently or have previously served on a board of a school district or another Charter School  □ Yes. □ No.
   
   If yes please list the board(s) and date(s) of service.

2. Have you been cited for a breach of ethics for unprofessional conduct, or been named in a complaint to a court, administrative agency, professional association, disciplinary committee, or other professional group? □ Yes. □ No.
   
   If yes, please explain.

3. Do you or an immediate family member have a close personal relationship with the School or any individual(s) associated with the School that would make it difficult for you to execute your duties as a board member in an independent manner? □ Yes. □ No.
   
   If yes, please describe.

4. Do you or any immediate family members¹ have any contractual agreements with the School? □ Yes. □ No.
   
   If yes, please describe.

5. Have or will you or any member of your immediate family receive funds, gifts, loans, services or any other consideration for any purpose from the School or any other company contracting or providing service to the School? □ Yes. □ No.
   
   If yes, please describe.

6. Will you or any member of your immediate family be leasing or selling any real property to the School? □ Yes. □ No.
   
   If yes, please explain the arrangement in detail.

7. Have or will you or any immediate family members be guaranteeing or granting any loans or services—at no charge or for charge—to the School or any other company contracting or providing service to the School? □ Yes. □ No.

¹ “Immediate Family Member” is defined as a “party related to a director” as defined in C.R.S. 7.128-501(5), and “shall mean a spouse, a descendent, an ancestor, a sibling, the spouse or descendent of a sibling, an estate or trust in which the director or a party related to a director has a beneficial interest, or an entity in which a party related to a director is a director, officer, or has a financial interest.”
If yes, please describe.

8. Are or will you or any immediate family members be employed at the School (either directly or as an employee of the educational service provider or any other company contracting or providing service to the School)? □ Yes. □ No.

If yes, please describe.

9. Are or will you or any immediate family member be serving as an officer, director, trustee, sole proprietor, employee, sales representative, agent, consultant, independent contractor, or advisory board member to the educational service provider or any other company, organization or agency funding projects, goods or service to the School? □ Yes. □ No.

If yes, please describe.

10. Do you or an immediate family member own stock or have direct or indirect financial interest in any contract where the financial interest amounts to $250 or 5% or more of the contract costs to the School, or the financial interest amounts to $5000.00 or more in any corporation, partnership, association or joint venture involving the School, educational service provider, or any other company or entity contracting with the School? □ Yes. □ No.

If yes, please describe.

11. Do you or an immediate family member know any individual(s) or entity (ies) that does or plans in the next year to engage in business or any exchange of services with the School? □ Yes. □ No.

If yes, please describe.

12. Other than your current board position, do you currently serve as an elected or appointed public official? □ Yes. □ No.

If yes, please describe.

13. Do you currently serve with any other board, group or corporation that has an interest in the actions you would take as a member of the board? □ Yes. □ No.

If yes, please explain.

14. Do you foresee any potential ethical or legal conflicts of interest if you serve on the School Board? □ Yes. □ No.

If yes, please explain.

15. To the best of your knowledge, are there situations not described in this questionnaire which may give the appearance of a conflict of interest between you or a member of your immediate family, or would make it difficult for you to execute the duties of your office in an independent manner? □ Yes. □ No.

If yes, please describe.

School Mission and Program:

1. What is your understanding of the school’s mission and guiding beliefs?
2. What is your understanding of the school’s proposed educational program?
3. What do you believe to be the characteristics of a successful school?
Governance:

1. Why do you wish to serve on the board?
2. What is your understanding of the appropriate role of a public charter school board member?
3. Describe any previous experience you have that is relevant to serving on the charter school’s board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
4. Provide a forecast of where you see the school after its first year of operation and then again in four years. Please be sure to include high level academic and financial components.
5. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
6. How would you handle a situation in which you believe one or more members of the school’s board was acting unethically or not in the best interests of the school?

Certification

I recognize that all information submitted with this conflict of interest disclosure (with the exception of the background check) becomes a matter of public record, subject by law to disclosure upon request to members of the general public. I will hold Denver Public Schools, its trustees, officers, employees or authorized agents harmless from liability for the disclosure of any information it reasonably believes is true based upon my representations.

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and, if the proposed charter school is approved, agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest. Further, if the proposed charter school is approved, I recognize that falsification or failure to submit a complete annual conflict of disclosure becomes justification for removal.

Signature: ______________________________ Date: __________________________
Appendix C: School Facility Questionnaire

<table>
<thead>
<tr>
<th>School Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary Contact for Facility Planning:</td>
</tr>
<tr>
<td>Telephone:</td>
</tr>
<tr>
<td>Email:</td>
</tr>
<tr>
<td>School Type: □ Performance School  □ Charter School</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade levels and student enrollment estimates for the first five years:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades</td>
</tr>
</tbody>
</table>

| Region:                                                                    |
| Description of the facility/ies under consideration including available square footage and quotes (for years 1-5) from property owners: |
| 1.                                                                         |
| 2.                                                                         |
| 3.                                                                         |

Are you interested in investigating the possibility of occupying a district-owned facility? □ Yes □ No

Core Classroom Requirements Years 1-3:
Baseline assumption for number of students per classroom: ____

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
</table>

Administrative/Support Spaces

<table>
<thead>
<tr>
<th>Main Office</th>
<th>□ Yes □ No</th>
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</thead>
<tbody>
<tr>
<td>If yes, list number of private offices needed (e.g., principal, AP, etc.):</td>
<td></td>
</tr>
<tr>
<td>Satellite Office</td>
<td>□ Yes □ No</td>
</tr>
<tr>
<td>Work Room/Copy Room</td>
<td>□ Yes □ No</td>
</tr>
<tr>
<td>---------------------</td>
<td>------------</td>
</tr>
<tr>
<td>Supplies Storage</td>
<td>□ Yes □ No</td>
</tr>
<tr>
<td>Teacher Work Room(s)</td>
<td>□ Yes □ No</td>
</tr>
<tr>
<td>If yes, list number of teacher work/planning rooms needed:</td>
<td></td>
</tr>
</tbody>
</table>

**Specialty Classroom Needs**

<table>
<thead>
<tr>
<th>Number of Science Labs:</th>
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<tbody>
<tr>
<td>Number of art rooms (with or without kiln):</td>
</tr>
<tr>
<td>Number of computer labs:</td>
</tr>
<tr>
<td>Library Media Center (LMC)</td>
</tr>
<tr>
<td>Performance/Dance Room</td>
</tr>
<tr>
<td>Auditorium</td>
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<tr>
<td>Other (list room type and number):</td>
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</tbody>
</table>

**Physical Education/Athletic Requirements**

<table>
<thead>
<tr>
<th>Gymnasium</th>
<th>□ Yes □ No</th>
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</thead>
<tbody>
<tr>
<td>Locker Rooms</td>
<td>□ Yes □ No</td>
</tr>
<tr>
<td>Weight Room</td>
<td>□ Yes □ No</td>
</tr>
<tr>
<td>Field(s) – soccer, football, multipurpose</td>
<td>□ Yes □ No</td>
</tr>
<tr>
<td>Baseball Field</td>
<td>□ Yes □ No</td>
</tr>
<tr>
<td>Softball Field</td>
<td>□ Yes □ No</td>
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<tr>
<td>Other (please list):</td>
<td></td>
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</tbody>
</table>

**Other Needs**

<table>
<thead>
<tr>
<th>Playground(s)</th>
<th>□ Yes □ No</th>
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<tbody>
<tr>
<td>Large space for class/school assemblies (e.g., morning meeting, cafeteria)</td>
<td>□ Yes □ No</td>
</tr>
<tr>
<td>Spaces not addressed and/or special considerations:</td>
<td></td>
</tr>
</tbody>
</table>

Charter School Application Guide 37 for schools to open 2013-14
**Appendix D: Applicant Checklist**

The applicant will use the first column of boxes to check off the sections completed. OSRI will use the second column of boxes for its completeness check (per C.R.S. § 22-30.5-107).

<table>
<thead>
<tr>
<th>Section</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive Summary</td>
<td></td>
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<tr>
<td>Section I. Culture</td>
<td></td>
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<tr>
<td>Section II. Leadership</td>
<td></td>
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<tr>
<td>Section III. Education Program</td>
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<tr>
<td>Section IV. Teaching</td>
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<tr>
<td>Section V. Governance</td>
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<tr>
<td>Section VI. Waivers</td>
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<tr>
<td>Optional Section VII. Turnaround Supplement</td>
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</tr>
<tr>
<td>Optional Section VIII: ESP/EMO Relationship</td>
<td></td>
</tr>
<tr>
<td>Appendix A – Letter of Intent (copy of LOI submitted)</td>
<td></td>
</tr>
<tr>
<td>Appendix B – Board Member Questionnaires (for each member)</td>
<td></td>
</tr>
<tr>
<td>Appendix C – Facility Questionnaire</td>
<td></td>
</tr>
<tr>
<td>Appendix D – Applicant Checklist</td>
<td></td>
</tr>
<tr>
<td>Appendix E – Evidence of Support from Parents, Teachers &amp; Pupils</td>
<td></td>
</tr>
<tr>
<td>Appendix F – Job Descriptions for all Leadership Team Positions</td>
<td></td>
</tr>
<tr>
<td>Appendix G – Resumes for all Identified Leadership Team Members</td>
<td></td>
</tr>
<tr>
<td>Appendix H – School Leader Evaluation Tool</td>
<td></td>
</tr>
<tr>
<td>Appendix I – School Organization Chart</td>
<td></td>
</tr>
<tr>
<td>Appendix J – Staff Roster</td>
<td></td>
</tr>
<tr>
<td>Appendix K – Personnel Policies or Manual</td>
<td></td>
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<tr>
<td>Appendix L – Course Scope and Sequence for One Grade Level</td>
<td></td>
</tr>
<tr>
<td>Appendix M – School Calendar &amp; School Day Schedule</td>
<td></td>
</tr>
<tr>
<td>Optional Appendix N – Draft Teacher Evaluation Tools</td>
<td></td>
</tr>
<tr>
<td>Appendix O – Resumes of all Board Members</td>
<td></td>
</tr>
<tr>
<td>Appendix P – Articles of Incorporation, Bylaws, Board Policies</td>
<td></td>
</tr>
<tr>
<td>Appendix Q – Conflict of Interest Policy</td>
<td></td>
</tr>
<tr>
<td>Appendix R – Financial Audit of ESP/EMO (if applicable)</td>
<td></td>
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<tr>
<td>Appendix S – License Authorizing Business in Colorado (if applicable)</td>
<td></td>
</tr>
<tr>
<td>Appendix T – Draft of Management Agreement (if applicable)</td>
<td></td>
</tr>
<tr>
<td>Electronic copy of entire application</td>
<td></td>
</tr>
<tr>
<td>Electronic copy of completed budget templates</td>
<td></td>
</tr>
</tbody>
</table>
### Information for Applicants: Program Criteria for English Language Learners

The following rubric is used to evaluate ELL programs in DPS:

<table>
<thead>
<tr>
<th>Applicant:</th>
<th>□ Middle School □ High School □ Elementary School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewer Name:</td>
<td>Review Completed:</td>
</tr>
</tbody>
</table>

All areas included in this rubric must be addressed in the application, as indicated by a “yes” in every box.

<table>
<thead>
<tr>
<th>1. Identification Process and Parent Involvement</th>
<th>YES</th>
<th>NO</th>
<th>Comment(s)</th>
<th>Page Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. The DPS Home Language Questionnaire is used as part of the registration process for all students to identify those whose Primary or Home Language is Other Than English (PHLOTE).</td>
<td></td>
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<tr>
<td>b. The English Language Acquisition (ELA) plan includes a parent notification about placement in a Language Instruction Educational Program (LIEP) that is sent no later than 30 days after the beginning of school.</td>
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<tr>
<td>c. Parents who are not proficient in English are provided with appropriate and sufficient information, in a language and/or manner that parents can understand, about all essential information in a manner that allows parents to make well-informed decisions about the participation in the school programs and services.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Assessment and Placement</th>
<th>YES</th>
<th>NO</th>
<th>Comment(s)</th>
<th>Page Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. The school assessment and placement plan includes provision for a timely (within 10 days) screening placement assessment (CELA Placement) as students enter the school and provision of English language development services within 30 days of arrival.</td>
<td></td>
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<tr>
<td>b. The school assessment plan includes an identified student progress monitoring process (including CELA Placement and CELApro) to support educational planning.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Program Design and Curriculum</th>
<th>YES</th>
<th>NO</th>
<th>Comment(s)</th>
<th>Page</th>
</tr>
</thead>
</table>
### a. The plan includes and describes a research-based curriculum to be used during the English Language Development (ELD) block (a minimum of 45 minutes per day) involving direct instruction in English language usage and including content vocabulary, survival vocabulary, and reading, and writing development in English.

### b. The program describes the use of annual performance objectives, activities, timeframes, language(s), grade(s), performance standards, expected performance level(s), and method(s) for parent engagement.

### c. The ELA program is organized to promote second language acquisition using cognitively demanding, grade-level appropriate content, and to increase academic content knowledge at the same time.

### d. A research-based model is in place to facilitate English language development for ELLs (e.g., ESL, structured sheltered instruction, early or late transition, dual language education).

### e. The school identifies a school administrator or an administrator designee responsible for the management of the program, their responsibilities, and qualifications, including certifications, relevant language proficiency, and knowledge of the history and culture of the ELLs in the program.

### 4. Professional Development and Evaluation

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Comment(s)</th>
<th>Page Number</th>
</tr>
</thead>
</table>

### a. The application incorporates mandatory high-quality professional development for teachers in ESL/bilingual, mainstream, and content-specific classrooms. The central focus of the professional development is: language development and second language acquisition, effective teaching strategies to make content comprehensible to ELLs,
and other essential elements in teaching ELLs with high standards.

b. Teachers are evaluated to ensure that the training prepares them adequately to implement the ELA program and that their delivery of Program services is effective as measured by student achievement.

c. Administrators shall receive regular professional development regarding appropriate assessment and implementation of ELA programing.

<table>
<thead>
<tr>
<th>5. Exiting/Redesignation and Monitoring Criteria</th>
<th>YES</th>
<th>NO</th>
<th>Comment(s)</th>
<th>Page Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. A collaborative plan including the parent of the ELL exists to exit/redesignate students from the ELA program consistent with CDE standards and a solid body of evidence (e.g., CELA scores, CSAP scores, DRA, reading and writing samples).</td>
<td></td>
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</tr>
<tr>
<td>b. A plan exists to monitor students for two years after exit/redesignation to determine if additional ELA program services are needed.</td>
<td></td>
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</tr>
</tbody>
</table>

Reviewer Comments
Information for Applicants: Automatic District Waivers

AD- Educational Philosophy/School District Mission
DJB- Purchasing Procedures
DKA- Payroll Procedures/Schedules
DKB- Salary Deductions
DKC – Expenses Authorization/Reimbursement
EBCE – School Closings and Cancellations
EBCE-R- District-wide Closure Procedures for Employees
EEAA- Walkers and Riders
FF-R – Naming of Facilities
FF/FF/r – Facility Naming
GBEBA- Staff Dress, Accessories, and Grooming for Certificated Staff (Teachers)
GBEBA-R- Staff Dress, Accessories, and Grooming for Certificated Staff (Teachers) Procedures
GBEBB- Dress Code for Non-Teaching Staff
GBGA – Staff Health
GBGB – Staff Personal Security and Safety
GBJ – Personal Records and Files
GBK – Staff Concerns/Complaints/Grievances
GC – Professional Staff
GCB- Professional Staff Contracts and Compensation
GCBC - Professional Staff Supplementary Pay Plans/Overtime (Athletic Coaches)
GCBD Professional Staff Fringe Benefits
GCCAF – Instructional Staff Sabbaticals
GCCAG - Instructional Staff Restoration of Health Leave
GCCBA – Administrative Staff Sick Leave
GCCBB - Administrative Staff Personal/Emergency/Legal/Religious Leave
GCCBC - Administrative Staff Maternity/Paternity/Parental Leave
GCCBE - Administrative Staff Conferences/Training Workshops
GCCBF – Administrative Staff Sabbaticals
GCCBG - Administrative Staff Restoration of Health Leave
GCCBH - Administrator General Leave of Absence
GCCBJ - Administrative Staff Elective Office Leave
GCD - Professional Staff Vacations and Holidays
GCF – Professional Staff Hiring
GCF – 2 – Professional Staff Hiring (Athletic Coaches)
GCID and GCID–R – Professional Staff Training, Workshops and Conferences and Associated Procedures
GCOC and GCOC–R – Evaluation of Administrative Staff
GCP - Professional Staff Promotion and Reclassification
GDA – GDQD–R – Support Staff Policies
IC/ICA – School Year/School Calendar
IE - Organization of Instruction
IGD – Curriculum Adoption
IJJ and IJJ–R - Textbook Selection and Adoption
KCD – Public Gifts/Donations to Schools
Information for Applicants: Automatic State Waivers

The state board automatically waives the following state statutes and state rules for Charter Schools. Any such automatically waived state statute and/or state rules shall be reflected in the contract between the Charter School and its Charter School authorizer:

3.06(a) Section 22-9-106, C.R.S., local board duties concerning performance evaluations for licensed personnel;
3.06(b) Section 22-32-109(1)(f), C.R.S., local board duties concerning selection of personnel and pay;
3.06(c) Section 22-32-110(1)(h), C.R.S., local board powers concerning employment termination of school personnel;
3.06(d) Section 22-32-126, C.R.S., employment and authority of principals;
3.06(e) Section 22-63-201, C.R.S., Teacher Employment, Compensation and Dismissal Act of 1990: Employment – license required - exception;
3.06(f) Section 22-63-202, C.R.S., Teacher Employment, Compensation and Dismissal Act of 1990: contracts in writing – duration – damage provision;
3.06(g) Section 22-63-203, C.R.S., Teach Employment, Compensation and Dismissal Act of 1990: Probationary teachers – renewal and nonrenewal of employment contract;
3.06(h) Section 22-63-206, C.R.S., Teacher Employment, Compensation and Dismissal Act of 1990: Transfer of teachers - compensation;
3.06(i) Section 22-63-301, C.R.S., Teacher Employment, Compensation and Dismissal Act of 1990: Grounds for dismissal;
3.06(j) Section 22-63-302, C.R.S., Teacher Employment, Compensation and Dismissal Act of 1990: Procedures for dismissal of teachers and judicial review;
3.06(k) Section 22-63-401, C.R.S., Teacher Employment, Compensation and Dismissal Act of 1990: Teachers subject to adopted salary schedule;
3.06(l) Section 22-63-402, C.R.S., Teacher Employment, Compensation and Dismissal Act of 1990: License, authorization of residency required in order to pay teachers; and
3.06(m) Section 22-63-403, C.R.S., Teacher Employment, Compensation and Dismissal Act of 1990: Payment of salaries.
**Information for Applicants: Per-Pupil Funding**

**Per Pupil Revenue.** Each school founded after fiscal year 2003-2004 receives a per pupil revenue which is based on the school’s specific at-risk percentage (as measured by students who are eligible for free lunch). The district average PPR, at an at-risk percentage of approximately 69%, for fiscal year 2011-2012 is estimated to be $6,847.16. For more information on how PPR is calculated please see below. Note that kindergarten students are equal to .58 in the total per pupil funding calculation.

**School Finance Act Formula Per-Pupil Revenue**

![Diagram showing the formula: PPR = A. Base Funding + B. School-Specific At-Risk Formula Factor - C. Negative Factor]

**Base Funding.** The state determines this district-wide figure based on a cost of living factor, a personnel cost factor and a size factor (all as measured or determined by the state).

**School Specific At-Risk Formula Factor** (alternate at-risk funding calculation). The alternate at-risk funding calculation applies to all charter schools that are:

- a. Newly created as of FY 2004-05 or thereafter;
- b. In a district that has retained exclusive chartering authority; and
- c. In a district that has an at-risk percentage greater than 40%.

The intent of the alternate at-risk funding calculation is to provide at-risk funding based on the at-risk population served by the charter school.

The school-specific at-risk formula factor is provided by the CDE and is based on the following factors:

- a. District Total At-Risk Funding
- b. District Funded Pupil Count
- c. District At-Risk %
- d. District At-Risk Formula Factor
  
  \[ \text{District At-Risk Formula Factor} = \frac{\text{District Total At-Risk Funding (a)}}{\text{District Funded Pupil Count (b)}} \]
- e. School Funded Pupil Count K-12 (K=.58)
- f. School At-Risk Pupil Count K-12 (K=.5)
  
  Students eligible for free lunch
  Based on audited count submission to CDE
- g. School K-12 Membership (K=.5)
- h. School At-Risk %
  
  \[ \text{School At-Risk %} = \frac{\text{At-Risk Pupil Count (f)}}{\text{K-12 Membership (g)}} \]
- i. School At-Risk Formula Factor
  
  \[ \text{School At-Risk Formula Factor} = \frac{\text{District At-Risk Formula Factor (d)}}{(\text{School At-Risk % (h)} \times \text{District At-Risk % (c)})} \]

**Negative Factor.** Starting in FY 2010-11, an additional factor was included in the school finance formula. This factor acts as a reduction to other existing factors and shall not reduce any base per pupil funding districts receive through the school finance formula.
Information for Applicants: Mill Levy Funding

The following includes information about mill levy funds can be expended – and how amounts are computed for allocation to charter schools. All computations are on the basis of projected enrollment.

Textbooks and Instructional Materials (all schools are eligible)
A. Purchases must be limited to textbooks, workbooks, trade books, or textbook-like instructional materials. Materials that are supplemental to textbooks, such as electronic versions of textbooks, are acceptable.
B. Computer software, audio-visual materials, photo-copying, and other non-textbook-like materials are not valid purchases.
C. $61.25 per student for kindergarten through grade 12.

Technology (all schools are eligible)
A. Funds must be spent on a strategy to improve student achievement through the use of technology.
B. Approved purchases include the following: Desktops, laptops (and carts), servers, Printers, Projectors, Interactive white boards and peripherals, Clicker systems, Document cameras, Digital media recording and editing equipment, Tech installations, Projectors (ceiling mount, data and electrical), and Lab wiring (data and electrical).
C. $22.00 per student.

Library (all schools are eligible)
A. Purchases must be limited to library books or classroom library books. Books are the only valid purchases.
B. Software, library management systems, and other library equipment are not valid purchases.
C. Vendors that may be appropriate are Scholastic, Baker & Taylor, Tattered Cover, Follett, Capstone, Benchmark Books, or other book vendors.
D. $6.00 per student for all ECE through grade 12.

Reading Assistance: Kindergarten through Grade Three (schools serving elementary grades)
A. Funds may be used to purchase paraprofessionals or additional teachers to serve kindergarten through grade three students.
B. A charter school may spend funds in this category in another 1998 Mill Levy category (textbooks, library, or technology) provided that the money spent follows the guidelines for that category.
C. Kindergarten through Grade Three (270 paraprofessional hours for every 25 kindergarten students and 540 paraprofessional hours for every 25 first-grade, second-grade, and third-grade student).

Elementary Arts Program (schools serving elementary grades)
A. Employ a highly qualified arts teacher. An arts teacher may only teach arts focused classes in Visual Arts, Vocal Music, Instrumental Music, Drama and Dance;
B. Teach and assess a standards based arts curriculum;
C. Supply funding used on school-based supplies only;
D. Range of .5 FTE to 2.0 FTEs based on projected enrollment & $7.00 per enrolled student for supplies.
E. Provide master schedule to the Office of School Reform & Innovation by July 1st. The schedule must indicate the art FTE matches an equal percentage of teacher’s time. 1.0 FTE = 100% of day teaching elementary art; 0.5 FTE = (at least) 50% of day teaching elementary art.

Secondary School Tutoring (schools serving students in grades 6-12)
A. Tutoring must be in the subject areas of reading, writing, mathematics, and/or assistance with ACT/SAT preparation.
B. A charter school may spend funds in this category on another 1998 Mill Levy category (textbooks, library, technology, or reading assistance) provided that the money spent follows the guidelines for that category.
C. $14.51 per student for grades 6-12.

Extended Day Kindergarten (schools offering full-day kindergarten)
A. School provides full day kindergarten.
B. If school has less than 50% Free or Reduced Lunch population and charges tuition per the sliding scale, the school will receive scholarships based on enrollment which shall be used on behalf of students needing financial assistance.

Supplies=$2,314.00

In 2010-11, the number of scholarships for a school with less than fifty percent of the students eligible for free and reduced lunch is based on the following:

9.99% or below of students eligible for free and reduced lunch 1 scholarship/class
10.00% to 29.99% of students eligible for free and reduced lunch 2 scholarships/class
30.0% to 39.99% of students eligible for free and reduced lunch 3 scholarships/class
40.0% to 49.99% of students eligible for free and reduced lunch 4 scholarships/class

C. If the school has greater than 50% Free or Reduced Lunch population, the school will receive a 0.5 FTE based on enrollment (FTE is district-average salary and benefits). Any tuition charged must be no more than the District maximum. The tuition schedule is on the DPS website.