



TYPE 2

TYPE 4

TYPE 5

Call for Quality Schools

2012 Louisiana Charter School Application Guide

Louisiana Department of Education
1201 North Third Street
Baton Rouge, LA 70802

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The Call for Quality Schools

Louisiana is a recognized leader in the creation of new high-performing autonomous schools of choice. Each year the Board of Elementary and Secondary Education (BESE), through the Louisiana Department of Education (LDOE) issues a Request for Applications (RFA) for new charter schools. This annual call for new schools is a bold proclamation that Louisiana is a state where great educators are empowered to create great schools.

In the last seven years alone, BESE has approved almost 100 new charter schools. These new schools are creating new opportunities for students and achieving impressive results. In New Orleans, where nearly 80 percent of students attend charter schools, the city-state proficiency gap has been cut in half. New schools in New Orleans, particularly those chartered through the Recovery School District (RSD), are outpacing state growth averages and have increased the percentage of students at grade level by 25 percent since 2006.

We are calling great educators, both here in Louisiana and beyond, to create great new schools where they are needed most.

Though much progress has been made, much more is needed. Tens of thousands of students across Louisiana continue to lack access to a high-performing school. In 27 of the 69 parish and city school

districts in the state, over half of schools are D or F schools. Over 30 percent of students are performing below grade level. These students need and deserve access to great new options, new autonomous schools of choice where their interests will come first, where they and their families will have choice, and where educators will have the autonomy they need to be successful and the accountability that all successful organizations and empowered professionals desire for themselves.

The 2012 *Call for Quality Schools* (RFA), this year's new school application process, calls for applications from educators with successful track records to open new high-performing charter schools in areas of high priority need throughout the state. We are calling great educators, both here in Louisiana and beyond, to create great new schools where they are needed most.

The following areas of high priority need have been identified for 2012: Baton Rouge, Northwest Louisiana, Central and North Central Louisiana, Jefferson Parish, and New Orleans. Successful applicants that meet the Department's identified areas of need will have priority in the allocation of any available facilities and will be eligible for incubation funding, up to \$200,000 per-school for the first three years of operation. The RSD is seeking entrepreneurial organizations with successful records to transform eligible schools across the state into Type 5 charter schools. Schools that have been labeled Academically Unacceptable for a minimum of five consecutive years are eligible for RSD take-over and conversion to a Type 5 charter school. In areas where individual schools have not been identified, the Department is seeking entrepreneurial organizations with successful records to start-up new Type 2 charter schools.

Significant improvements are being made to this year’s application process, many of which resulted directly from input provided by a task force of community stakeholders convened in New Orleans by the RSD, in partnership with the Department’s Office of Parental Options (OPO). Made up of former applicants, representatives of community and alumni groups, and other stakeholders, the task force identified key strengths in the process, including its use of independent reviewers and its rigor and focus on quality, as well as important areas for improvement including streamlining of the application, greater transparency, and more clearly defined expectations of applicants and the independent review teams. A report detailing the task force’s work and the improvements made to the application process can be found [here](#). Improvements also came from ideas generated by a group of rural school leaders and applicants convened by the Department.

The Need for Great New Schools

Louisiana’s students have made significant progress over the last decade. Based on school, district, and state performance scores, academic achievement has increased across the state and more students are graduating from high school. Despite this progress, though, tens of thousands of Louisiana’s students continue to lack access to a high-quality school in their community.

- Over 40 percent of all public schools in the state are rated as D or F.
- More than 350 schools in the state have a School Performance Score below 80.
- 40 percent of the state’s students are performing below grade level.
- In 27 of the 69 parish and city school districts, over half of schools are D or F schools.
- Over 230,000 of the state’s students are performing below grade level.
- Louisiana also has the highest school dropout rate in the nation.
- Only 71 percent of students who were 9th graders in 2007 graduated high school in 2011.
- Over 58,000 students have dropped out of school in the past five years.

In order to dramatically improve opportunities for Louisiana’s children, the state needs new, high-performing charter schools – independent, autonomous schools of choice. The following sections identify areas of the state most in need of these new options.

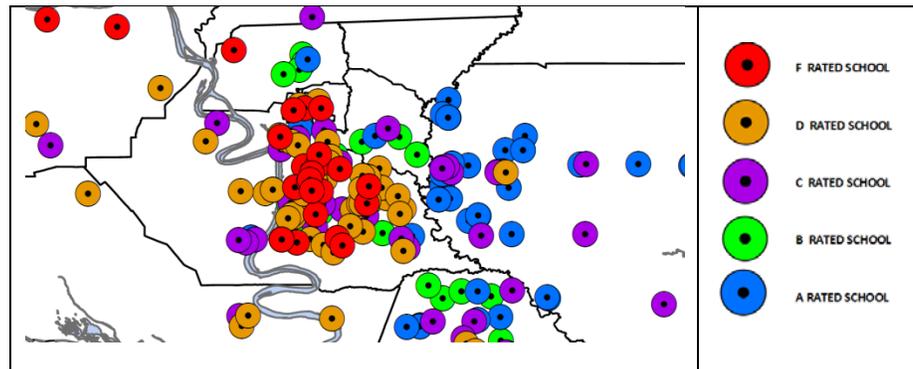
Successful applicants that agree to establish schools in these regions will be given priority in the allocation of any available facilities and will be eligible to receive incubation funding, up to \$200,000 per-school for the first three years of operation.

In New Orleans, where nearly 80 percent of students attend charter schools, the city-state proficiency gap has been cut in half. The percentage of students at grade level has increased by 25 percent since 2006.

The 2012 *Call for Quality Schools* will accelerate the growth of great schools across Louisiana and will expand opportunities for kids and empower parents and educators.

Baton Rouge

There is a great need for new, high-performing schools in Baton Rouge and surrounding western parishes where over 60 percent of students attend schools that are rated as D or F. Out of approximately 100 schools, over 45 are labeled D, 13 are labeled F while only 4 are labeled A or B. Over 800 students dropped out of the area's schools last year.



The need for new, high-quality options is particularly great in North Baton Rouge where many of the city's lowest-performing schools are concentrated and where many of the city's most disadvantaged families reside.

- 31 RSD and EBR public schools are located in North Baton Rouge
- 16, 291 children currently attend these 31 schools
- 28 of these schools, 90%, received a D or F on the LDOE's letter grade system
- 13,229 children are enrolled in schools that have a D or F, 81% in the North Baton Rouge area
- 89% of the children in these 31 schools are eligible for free or reduced-price lunch

In North Baton Rouge, as in all communities, families deserve the benefits of great schools. The RSD will intervene in the lowest performing schools and create a zone of high quality, independent, autonomous and accountable schools that meet the needs of students. Over the next five years, the RSD will work to make 20 percent of EBR schools open enrollment, high-quality charter schools. The RSD will leverage private foundation and government dollars to support educators wishing to develop applications this winter for a fall 2013 launch.

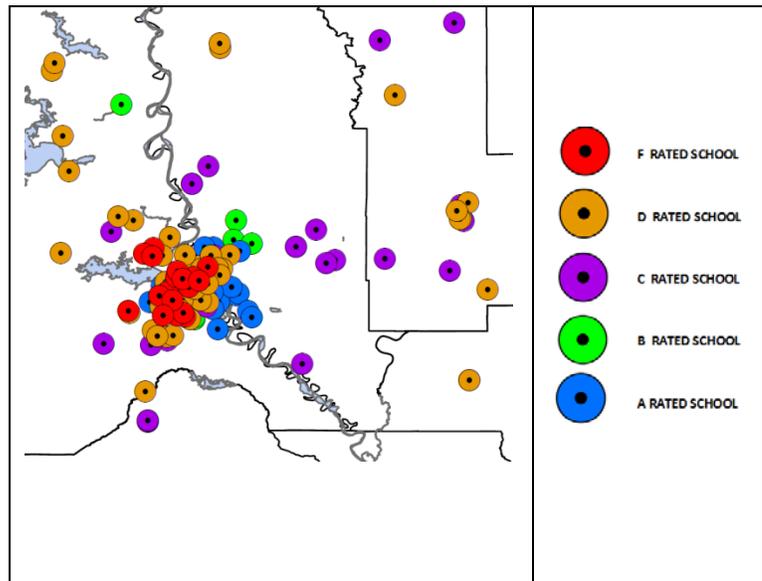
The RSD has identified the following five schools as available for conversion to Type 5 charters for the 2013-2014 school year. The schools are listed in the following table with relevant information on performance, enrollment, and facilities.

| School | 2009 SPS | 2010 SPS | 2011 SPS | 2011 Grad Rate | 2011 Enrollment | Current Square Footage | 2012-2013 Grades Served | Proposed Charter Grades Served |
|-------------------|-----------|-----------|----------|----------------|-----------------|------------------------|-------------------------|--------------------------------|
| Glen Oaks Middle | 49 | 46.2 | 45.3 | n/a | 549 | 100,604 | 6-8 | 6-12 |
| Dalton Elementary | 58.6 | 42.2 | 50.5 | n/a | 461 | 38,985 | PK-5 | PK-6 |
| Lanier Elementary | 62.5 | 36.9 | 45.6 | n/a | 444 | 43,647 | PK-5 | PK-5 |
| Capitol High | 48.2/45.1 | 41.2/47.2 | n/a | 42/47.7 | 260 | 133,187 | 9-12 | 9-12 |
| Istrouma High | 53.7 | 58 | 55.6 | 54.3 | 669 | 233,761 | 6-12 | 6-12 |

Northwest Louisiana (Caddo Parish)

Another area of high-priority need is Northwest Louisiana, particularly Caddo Parish.

- Over half of all students (over 20,000 children) currently attend a D or F school. Sixteen of the city's schools are rated F.
- Almost 30 are rated D. Over 1000 students dropped out of school last year, the highest number anywhere in the state.



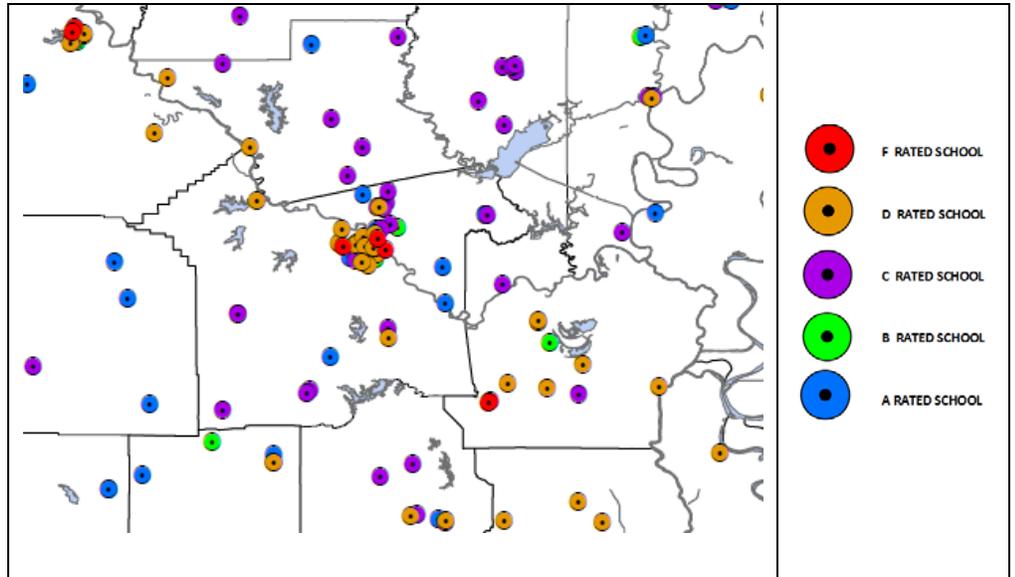
The following table lists the schools available for conversion to Type 5 charters for the 2013-2014 school year, along with relevant information on performance, enrollment, and facilities. The RSD will leverage 1003(g) School Improvement Grant dollars to support start-up costs for organizations wishing to develop applications this winter for a fall 2013 launch.

| School | 2009 SPS | 2010 SPS | 2011 SPS | 2011 Grad Rate | 2011 Enrollment | 2012-2013 Grades Served | Proposed Charter Grades Served |
|---|----------|----------|----------|----------------|-----------------|-------------------------|--------------------------------|
| Fair Park College Prep High School | 51 | 53.1 | 46.4 | 54.4 | 1,074 | 9-12 | 9-12 |
| Green Oaks Performing Arts Academy | 49.4 | 53.4 | 51.8 | 58 | 632 | 9-12 | 9-12 |
| Booker T. Washington New Technology High School | 58.6 | 59.8 | 58.7 | 70.7 | 648 | 9-12 | 9-12 |
| Woodlawn Leadership Academy | 49.4 | 50.4 | 45.5 | 63.8 | 1,029 | PK, 9-12 | 9-12 |

Central Louisiana

There is also a priority need for new, high-quality options in Central Louisiana.

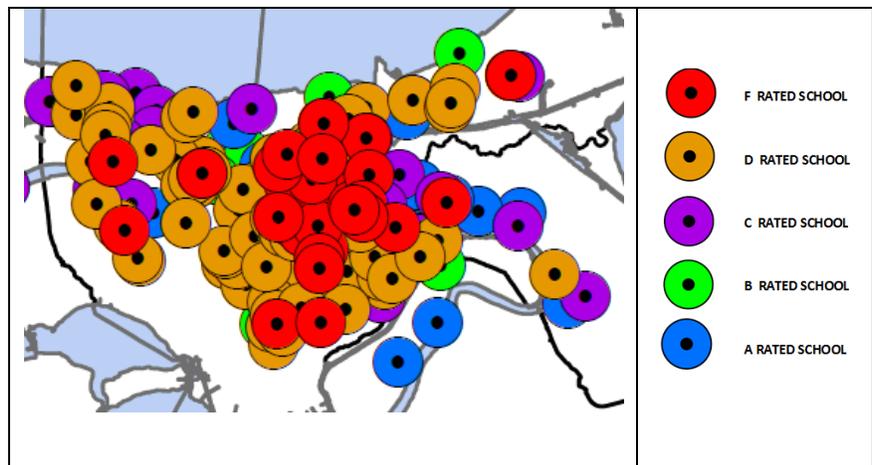
- Currently serves over 27,000 students in just over 60 schools
- Out of just over 60 schools, over 30 are labeled D, are labeled F while only 8 are labeled A or B
- In Avoyelles and Natchitoches Parishes over 75% of students attend a D or F school.
- In St. Landry Parish over 50% of students attend a D or F school
- Regionally, over 370 students dropped out of school last year.



Jefferson Parish

The fourth area of high-priority need is Jefferson Parish.

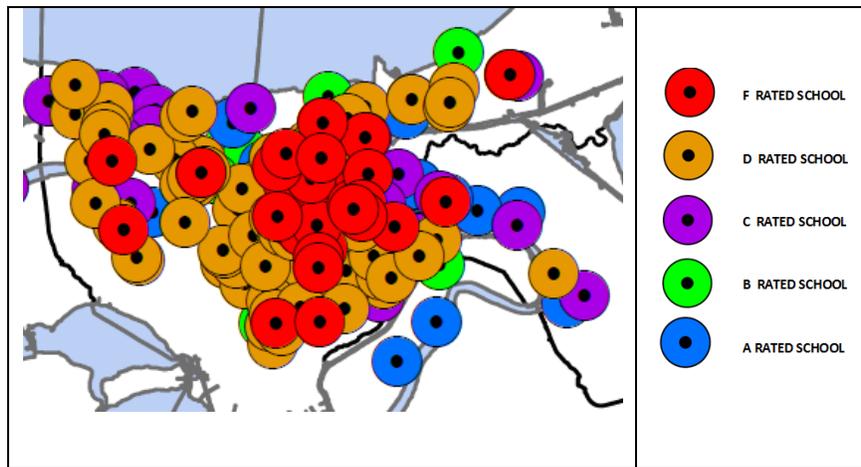
- The parish currently serves 45,230 students in 90 schools.
- 72 % of these students currently attend a D or F school.
- Out of 90 schools, 50 are labeled D, 9 are labeled F while only 5 are labeled A or B.
- 954 students in Jefferson Parish dropped out of school last year.



New Orleans

The fifth area of high-priority need is New Orleans. Throughout New Orleans, schools have made unprecedented gains through the charter transformation process:

In 2006, only 23 percent of RSD students in New Orleans scored at or above “basic” on state standardized tests. In 2011, 48 percent of students met this bar. This is the highest rate of progress in Louisiana.



In 2005, 11 percent of special education students in New Orleans schools performed at their appropriate grade level. By 2011, 36 percent perform at that level.

In 2005, African-American students in New Orleans performed eight points below African-American students elsewhere in Louisiana. By 2011, New Orleans’ African- American students actually performed better than African-American students in the rest of the state.

The progress made in RSD schools in New Orleans, however, has largely occurred among charter schools. There are still a number of schools operated directly by the RSD that have failed to show adequate growth in student achievement.

- The average SPS score for Type 5 charters in New Orleans was 77.5, compared to 53.1 for direct-run (district) schools. Of the 15 RSD direct-run schools receiving a letter grade for 2011, 10 received an F. None received an A, B, or C.
- More than two times the percentage of high-school students in RSD charter schools as compared to RSD direct-run schools scored proficient on the English Language Arts Graduate Exit Exam.
- Students in RSD charter schools scored an average of 17.0 on the ACT, far above the RSD direct-run average of 15.3 and the state average of 20.2.

The RSD is seeking entrepreneurial leaders with successful records to transform our remaining direct-run schools in New Orleans. While not all RSD direct-run schools are failing, our experience and data show that these schools will be more successful outside of RSD’s direct-management. The RSD will directly operate 12 schools in New Orleans during academic year 2012-2013. We have not yet identified long-term management for 8 of these schools. We intend to convert each of these 8 schools to a Type 5 charter; the pacing of these conversions will depend on the availability of high-quality operators.

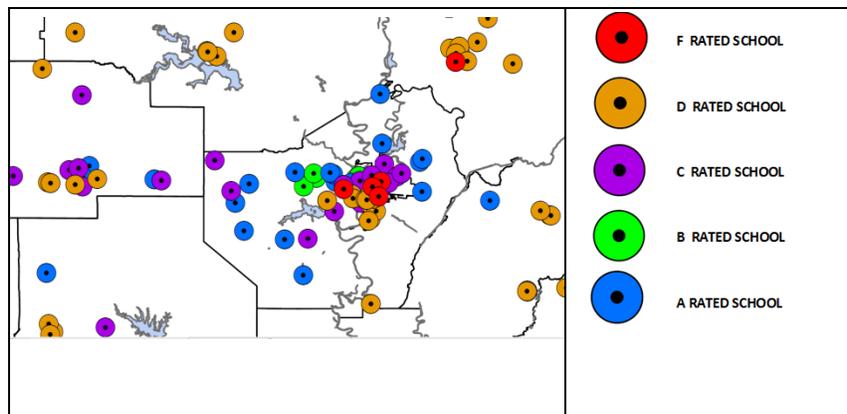
The following table lists the schools available for conversion to Type 5 charters for the 2013-2014 school year, along with relevant information on performance, enrollment, and facilities.

| School | 2009 SPS | 2010 SPS | 2011 SPS | 2011 Grad Rate | 2011 Enrollment | Current Square Footage | Long-term Location | Long-term Square Footage | 2012-13 Grades Served | Proposed Charter Grades Served |
|---------------------|----------|----------|----------|----------------|-----------------|------------------------|--------------------|--------------------------|-----------------------|--------------------------------|
| Abramson | 66.3 | 78.0 | 78.1 | 82.1 | 549 | modulars | Morial ES | 110,000 | PK-8 | PK-8 |
| A.P. Tureaud | 72.4 | 76.3 | 77.9 | n/a | 305 | 34,148 | TBD | TBD | PK-6 | PK-8 |
| Banneker | 58.9 | 60.9 | 66.5 | n/a | 505 | 55,327 | Dunbar ES | 95,000 | PK-8 | PK-8 |
| Coghill | 53.3 | 65.5 | 75 | n/a | 654 | modulars | Parkview ES | 95,000 | PK-8 | PK-8 |
| Habans | 59.2 | 62.4 | 62.1 | n/a | 370 | 40,590 | New Habans ES | 110,000 | PK-6 | PK-6 |
| Johnson | 51.8 | 58.6 | 67 | n/a | 308 | 62,996 | TBD | TBD | PK-8 | PK-8 |
| Schaumburg | 61.7 | 70.6 | 69.8 | n/a | 615 | 59,157 | Schaumburg ES | 59,157 | PK-8 | PK-8 |
| Reed | 33.3 | 34.9 | 33.7 | 49.6 | 453 | 160,917 | Reed HS | 160,917 | 10-12 | 9-12 |

North Louisiana

The sixth area of high-priority need is North Louisiana, particularly the City of Monroe.

- Currently serves 27,000 students in nearly 80 schools
- Out of those schools, almost 40 are labeled D, 6 are labeled F, while only 3 are labeled A or B
- 100% of students in Madison and Tensas Parishes attend a D or F school 80% of students in Union, Morehouse, Claiborne, and Franklin Parishes attend a D or F school.



A Focus on Quality

This *Call for Quality Schools* and the resulting evaluation process are rigorous and demanding. The process is meant to ensure that charter school operators possess the capacity to implement sound strategies, practices and methodologies. Successful applicants will clearly demonstrate high levels of expertise in the areas of education, school administration and management; experience in implementing various research-based pedagogy and differentiated instruction; and high expectations for excellence in professional standards and student achievement. A successful charter school application will include:

Leadership

- A strong, diverse, and experienced nonprofit board or local school board committed to take the helm of school governance, administration, management and instruction; and
- Leadership for the school that has a clear track record of improving education for students and shares the vision of the nonprofit board.

Academic Model

- A clear, concise, and compelling mission statement that communicates high academic standards for all students; and
- A proven educational philosophy, instructional approach and curriculum that results in improved student performance, including students identified as at-risk; and
- A plan for professional standards that provides integration of varied learning styles and specialized needs of students.

Organizational Model

- An organized plan to recruit, retain, train and engage educational staff, parents, students, and the community-at-large; and
- A plan to ensure continuous improvement across the school in all areas.

Financial Model

- A solid financial plan for short-term and long-term organizational solvency and viability.

Autonomy and Accountability

Charter schools have broad autonomy but not without strong accountability. Charter schools are accountable to BESE for meeting student, financial, legal, and contractual performance standards. BESE has implemented rigorous standards and expectations for its charter schools through an Evaluation Framework that can be found in [Bulletin 126: Charter Schools](#).

Accountability

BESE will annually evaluate the performance of charter schools against standards in the following three categories:

1. *Student Performance* – Charter schools are required to make demonstrable improvements in student performance over the term of the charter. Schools are required to administer all state standardized tests and must adhere to academic standards as provided in the Evaluation Framework. Schools are required to serve and meet the needs of students with exceptionalities.
2. *Fiscal Management* – Schools must demonstrate the proper use of public funds and future financial viability, as evidenced by annual balanced budgets, sound audit reports, and timely financial reports conforming to generally accepted accounting standards for fiscal management.
3. *Organizational Performance* – A nonprofit corporation or a school board holds the charter agreement and is responsible for complying with terms in the charter school contract and all applicable laws. The charter school board of directors and/or trustees is a public body and, among other things, is required to adhere to public meeting and public information laws.

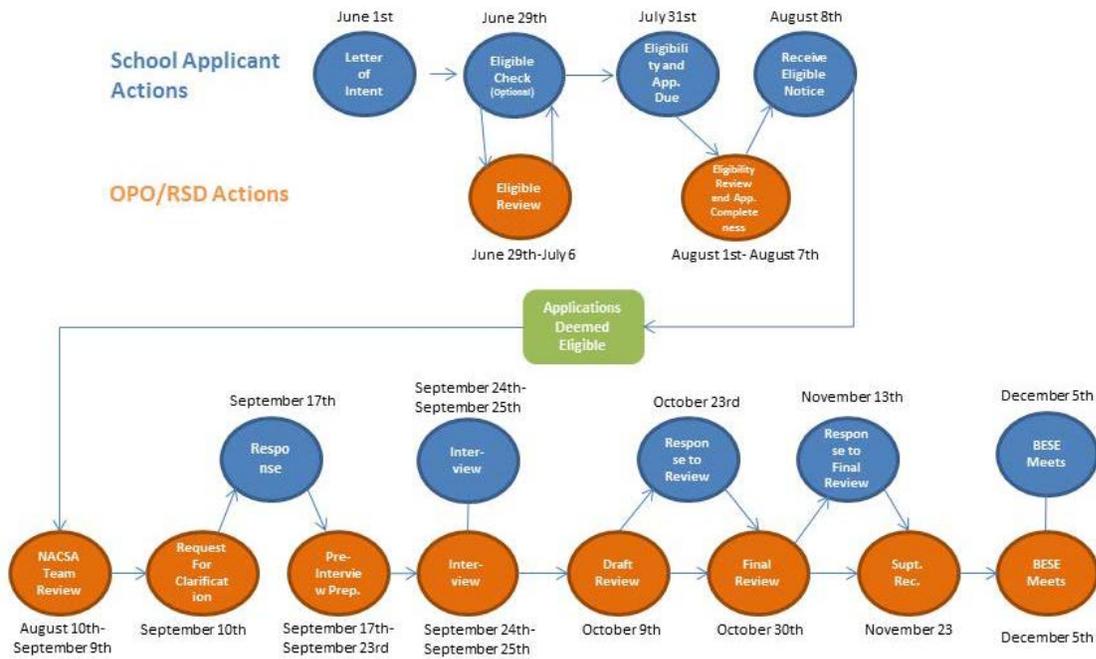
BESE will evaluate charter schools through an ongoing series of reports and board actions. Approved charter schools are granted a five-year initial agreement, contingent upon results of the reporting requirements at the end of the third year. Schools unable to demonstrate academic progress or unable to comply with legal/contractual or financial requirements may face sanctions or charter revocation.

Autonomy

In exchange for rigorous accountability, charter school operators experience substantially greater authority to make decisions related to the following:

- Personnel Decisions
- School Management and Operations
- Finances
- Curriculum
- School Day and Calendar
- Education Service Provider agreements

Overview of Application Process



Key Dates for Applicants:

Submit Letter of Intent- **June 1st**

Optional Eligibility Check- **June 29th**

Complete Application and Eligibility Documentation- **July 31st**

Response to the Request for Clarification- **September 17th**

Applicant Interviews- **September 24th-25st**

Response to Draft Review- **October 23th**

Response to Final Review- **November 13th**

Superintendent Recommendation- **November 23rd**

BESE Meeting- **December 5th**

Application Instructions

The Louisiana Department of Education (LDOE) is pleased to invite applications for new quality charter schools seeking to open in fall 2013 (or thereafter). Prior developing your application, please be sure to read this entire packet the **Call for New Quality Schools**, which contains critical information about Louisiana's strategic priorities and regional demands for new schools.

Applicants should include only information relevant to the questions presented in the charter application. Any information not requested in this application will not be considered as part of the evaluation. Only additional information requested by the LDOE or BESE will be accepted. Revisions to applications will not be accepted after the application deadline, however applicants will have the opportunity to provide supplemental information as explained in the timeline above.

In preparing your response to each question, please keep in mind that your responses serve two important purposes. First, they provide the information needed for the LDOE and the BESE to determine that your proposed school would meet the requirements of the law, including whether your school would be an educationally, fiscally and organizationally sound entity. Without your submitting the required information, BESE cannot consider approving your application. Secondly, your responses in many instances will set the terms under which your school will be required to operate if approved. It is, therefore, critical that you provide details that will clearly illustrate your plan.

Formatting and Submission Requirements

- All application requirements must be submitted by 5:00 pm Central Time on the day of the deadline. Late submissions will NOT be accepted.
- Adhere to all page lengths. Charts, narratives or any other items that are over the page limit will not be considered.
- The application must be typed with 1 inch page margins and 12 point New Times Roman font, single spaced.
- Each of the four components must be supplied in electronic format using Review Room:
 - one PDF for the letter of intent:
 - one PDF for the Eligibility Documentation:
 - one PDF for the body of the application including appendices; and
 - one Excel file for the budget.
- Each major section (Culture, Leadership, etc.) must begin on a separate page.
- Page numbers and the full name of the school must appear on all pages of the narrative application. Observe page limits wherever they are specified.

- All required appendices must be clearly labeled with the assigned appendix letter (e.g., A, B, C, etc.), begin on a separate page, and be included in order.
- Templates for the Letter of Intent, Eligibility Packet, some appendices are provided at the end of this document. The applicant shall supply the remaining appendices as instructed throughout this application. Note that some appendices are optional will not be required for all applicants.
- If a particular question does not apply to your team or application, please respond “Not Applicable” and include a one sentence statement of explanation.
- You must complete the Application Checklist and submit the completed checklist as part of your application.
- To be eligible to submit an application for the 2013-2014 school year cycle, potential applicants must first submit the Letter of Intent and Eligibility Documentation on the dates and times required.
- Once Review Room has accepted your SUBMIT command, your application will be both submitted and locked. You will not be able to make additional revisions.

If you have any questions about the required formatting, please contact the Office of Parental Options at 225-342-3640 or rfa@la.gov. Applicants are advised to test the submission system prior to the deadline and allow ample time to upload all four application elements to via Review Room.

- If a complete application is submitted, but is improperly formatted, the application shall be returned to the applicant, who shall have two days to resubmit the properly formatted application. The applicant shall not submit new documentation or information for their application.
- If an application is found to be incomplete, the Department shall notify the applicant and give the applicant the opportunity to indicate where the missing information can be found in the submitted application. If the application is deemed incomplete after this evaluation, it will not be accepted for review in this cycle.

Components of the Application

Letter of Intent

All applicants are required to submit a Letter of Intent (LOI) prior to submitting a complete application. The LOI template is available as an appendix at the back of this application. The LOI provides formal notice to LDOE regarding applicants’ intentions to submit an application to open a school in 2013-2014 or thereafter.

Eligibility Documentation

The Eligibility Review is a mandatory process required for all nonprofit corporation or local school board seeking to submit an application to operate an BESE-approved charter school. This year, applicants have the option of submitting eligibility documentation early (before June 29) and receiving feedback on July 7 and will have the opportunity to correct and re-submit the eligibility packet by July 31. For applicants who elect not to take advantage of the early determination process, eligibility documentation will be due along with the final charter application on July 31. No corrections will be allowed for applicants who submit eligibility documentation on July 31, and applicants who are found to be ineligible will not have their applications reviewed in this cycle.

Complete Charter Application

A complete application must include each section outlined in this application document.

1) Narrative: In accordance with Bulletin 126, the narrative section seeks information about all major aspects of the proposed school. Within the narrative of each section, please complete each section using the outline headings provided.

2) Appendices: Appendices will be requested throughout the application and should be provided as applicable. Please make sure to complete each appendix that applies to your application. If uncertain whether an appendix applies to your application, please email rfa@la.gov.

3) Budget Forms: All applications must be accompanied by completed budget forms using the templates provided.

Additional material beyond the narrative, appendices, and budget forms referenced in the application will not be considered

General Resources

Embedded within this application the Louisiana Department of Education (LDOE) 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 Louisiana. The resource notations are for your assistance, but are not comprehensive.

Before completing an application, we'd like to highlight several possible sources of information:

- 1) [Louisiana Department of Education](#)
 - a. Each cycle, LDOE works with internal and external partners to provide informational sessions for applicants. These sessions may cover topics including building a strong budget, school culture, and curriculum. The sessions are a valuable information source

and are open to all applicants. They will be posted on the OPO website once scheduled (<http://www.louisianaschools.net/divisions/charters/>).

- b. The LDOE will offer process assistance aimed at ensuring all applicants have the necessary tools to successfully complete the application and are not confused by the application process. The process assistance will be recorded as webinars and posted to the OPO website.
- 2) [New Schools for New Orleans](#) – New Schools for New Orleans (NSNO) is a nonprofit organization dedicated to achieving excellent public schools for every child in New Orleans. Founded in April 2006, NSNO hopes to build a system of schools, not a school system, by encouraging the schools to determine their individual and collective needs and by supporting them in their growth toward operational excellence and academic rigor. NSNO is currently running a grant competition for schools that have demonstrated an ability to improve student outcomes.
- 3) [Louisiana Association of Public Charter Schools](#) – The mission of the Louisiana Association of Public Charter Schools is to support, promote, and advocate for the Louisiana charter school movement, increasing student access to high quality public schools statewide. LAPCS provides tools and information on existing charters in Louisiana.
- 4) [New Schools for Baton Rouge](#) - New Schools for Baton Rouge (NSBR) is dedicated to helping support the development of new, high quality charter schools and charter schools leaders to serve the students of Baton Rouge. For more information on NSBR, please call [225-408-9310](tel:225-408-9310).

Application Review

Your completed application will be reviewed by an external team of professionals including charter school experts and at least one local representative who understands the Louisiana educational context. The LDOE ensures that every Application Review Team (ART) has an expert in each of the three main areas evaluated in the application:

- Educational Plan
- Organizational Plan
- Finance

The 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. LDOE's quality criteria have been established in partnership with the National Association of Charter School Authorizers (NACSA), local and national experts, and other best practice research. LDOE will publish the general rubric used to evaluate applications prior to the application deadline.

Updates to the Application Process Based on Pending or Recently Signed Legislation

The LDOE is committed to ensuring that the Call for Quality Schools reflects current charter law, including legislation passed and signed into law during the 2012 Regular Session. This includes Act 2 of the 2012 Regular Session, which will go into effect on August 1, 2012 and provides for the following:

- Direct application to BESE by charter applicants proposing to operate a charter school in a local school district that has received a letter grade designation of “D” or “F” (no application to a local school system is required);
- Direct application to BESE by charter applicants proposing to operate a charter school in a local school district that has failed to comply with charter application and evaluation requirements pursuant to R.S. 17:3982; and
- Recruitment of charter applications which propose to offer a program of study that effectively addresses regional workforce needs, such as career and technical education, industry-based certifications, and vocational course work.

The LDOE will release updates to the application or process as necessary to implement the new law. Should prospective applicants have any questions, they may contact the Office of Parental Options at (225) 342-3640 or rfa@la.gov.

Applicant Code of Conduct

Members of BESE are obligated to make decisions in the best interests of children, free from personal or political influences. Similarly, charter school applicants have the responsibility of respecting and upholding the integrity of the charter school application process.

Specifically, charter school applicants shall not:

- Initiate, or attempt to initiate, any activity with a BESE member that is prohibited by the Code of Governmental Ethics;
- Direct any communications, including application documents, to a BESE member.

Charter school applicants found to be in violation of these requirements may be deemed ineligible for consideration of charter school approval.

Public Disclosure

All charter school applications submitted to LDOE are public records, pursuant to the Louisiana Public Records Law, LSA-R.S. 44:1 et seq. or the purposes of public records and requests, LDOE will make available on its website all applications received, final recommendations made by external reviewers, and applicant responses to reviewers.



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Call for Quality Schools Charter Application

Louisiana Department of Education
1201 North Third Street
Baton Rouge, LA 70802

Executive Summary

This section in its entirety will be provided to the Board of Elementary and Secondary Education and will be posted online, along with the rest of the application for the public to review, immediately after the deadline for submission.

Essential Information Form

| | |
|--|---|
| Name of Proposed School | |
| Name of Nonprofit (as it appears on the Secretary of State's website) | |
| School Type (Select One) | <input type="checkbox"/> Type 2 <input type="checkbox"/> Type 4 <input type="checkbox"/> Type 5 |
| Grade Configuration in First Year | |
| Grade Configuration at Scale | |
| Model or Focus (e.g., Arts, College Prep, etc) | |
| Proposed Parish for School | |
| Primary Contact Person: | |
| Phone: | |
| Email: | |
| Proposed School Leader (if known): | |

Enrollment Projections: *Delete unnecessary rows and/or add additional columns if you will not reach full enrollment by year five. Project your student headcount (not your funded FTEs).*

| GRADE | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 |
|-------|---------|---------|---------|---------|---------|
| Pre-K | | | | | |
| K | | | | | |
| 1 | | | | | |
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| 3 | | | | | |
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| 5 | | | | | |
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| 7 | | | | | |
| 8 | | | | | |
| 9 | | | | | |
| 10 | | | | | |
| 11 | | | | | |
| 12 | | | | | |
| Total # students | | | | | |

| | FRL % | SPED % | ELL % |
|-----------------------|--------------|---------------|--------------|
| Proposed Demographics | | | |

1. Is the applicant an existing nonprofit operator in Louisiana?

Yes No

If yes, list all other existing schools in Louisiana under the same nonprofit.

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| |

2. Does the school expect to contract with a third party education service provider (ESP) or other organization for a substantial portion of school management/operation?

Yes No

3. Is the primary learning environment for students enrolled in the school virtual?

Yes No

4. Will the applicant have any other applications pending at the same time as this application? If utilizing a third party education service provider, include any applications being submitted by the third party education service provider with other groups.

Yes No

If yes, please list the applications below, adding rows as needed.

| Name of Authorizer Applying to with other application | Name of partner organization/nonprofit for submitting application | Location of proposed school | Grade Configuration of proposed school |
|---|---|-----------------------------|--|
| | | | |
| | | | |

- Please see the **Call for Quality Schools** for a comprehensive list of direct-run schools available for chartering in this application cycle. The list of charter schools available for takeover will be available in December after BESE votes on the renewal and extension of existing schools.

Part A: If you are applying for a specific RSD direct-run school, please write the name of that school into the following box.

Part B: If you are not applying for a specific RSD direct-run school, please check as many of the following boxes as apply:

- I am interested in taking over operation of any eligible direct-run school in New Orleans
- I am interested in taking over operation of any eligible charter school in New Orleans.
- I am interested in taking over operation of any eligible direct-run school in Baton Rouge.
- I am interested in taking over operation of any eligible charter school in Baton Rouge.
- I am interested in taking over operation of any eligible direct-run school in Louisiana.
- I am interested in taking over operation of any eligible charter school in Louisiana.

Executive Summary Narrative (5 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?

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.

| Name | Current Professional Title and Organization | Board Role | Focus/Expertise |
|------|---|------------|-----------------|
| | | | |
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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.

| | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 |
|--|---------|---------|---------|---------|---------|
| Number of Students | | | | | |
| Per Pupil Revenue | | | | | |
| Grant Funds | | | | | |
| Private Funds | | | | | |
| Other Sources | | | | | |
| Total Revenue | | | | | |
| Employee Salaries (including benefits) | | | | | |
| Building Expenses | | | | | |
| Services/Supplies | | | | | |
| Other Expenditures | | | | | |

| | | | | | |
|-----------------------|--|--|--|--|--|
| Total Expenses | | | | | |
| NET INCOME | | | | | |

For any grants or private funds identified above, indicate whether the funding has already been secured and any plans to secure future funding in the space below.

Section I. Culture

(7 page limit)

This section describes the systems at the proposed school that will 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:

- Mission: The mission should be aligned with the principles set forth in [RS 17:3972](#).
- Student Discipline: The school's discipline policy must be consistent with [R.S. 17:252](#) including the incorporation of research-based discipline practices such as positive behavior interventions and supporting restorative justice principles.
- Student Attendance: Student attendance policies should be aligned with the principles set forth in [RS 17: 221](#)
- Parental Involvement: A charter school applicant must provide policies, programs and practices to ensure parental involvement. [LA-R.S. 17:3991\(B\)\(11\)](#). Only those entities that are committed to providing a substantial and tangible benefit to the proposed charter school should be referenced in this section. Please note the projected budget should reference the cost for services provided by partners, unless the responses indicate otherwise. Not every relationship that the school might have with community organizations requires that those organizations be identified formally as partners.

A. Mission Statement

Provide the mission of the proposed school. 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.

The mission statement provides the foundation for the entire school application 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 geographic region you are proposing to serve.

2. Identify the grade levels and ages you propose to serve in the school's first year and when it is at scale.
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. If your target school does not meet the needs identified in the needs analysis, please describe the needs of the community you seek to operate in and how your proposed school meets those needs.

C. School Culture

1. Describe the planned culture for the school and how this culture will promote a positive academic environment, and reinforce student intellectual and social development. 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

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.

(Any supporting materials that need to be attached should be included as Appendix A – Evidence of Support from Parents, Teachers, Pupils, and Community Partners. There is no page limit but documentation is restricted to outside documentation and cannot include additional narrative.)

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?

E. Parent Satisfaction

1. What mechanisms will you utilize to assess parent satisfaction?
2. What adjustments will you make if the positive response rate does not meet your own internal goals? 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?
5. How will you ensure that disciplinary procedures are applied equitably across all student populations, including special needs students, within the school?
6. Indicate how the school staff will be educated about, and trained to implement, the policy.
7. Include a proposed discipline policy that, at a minimum, contains the following;
 - a. The substantive acts for which a child may be disciplined
 - b. The consequences (or range of consequences) resulting from committing each such act (including suspension or expulsion)
 - c. The due process procedures that the school will follow in applying its discipline policy
 - d. The individuals responsible for carrying out the discipline policy

- e. Include school's plan for students who have been suspended, expelled or will be out of school for more than ten days. Schools are required to provide a plan for alternative education settings for these students.

(Appendix B – Discipline Policy – No page limit)

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? How will you handle students who are habitually absent?
2. How will you measure student satisfaction within the school? Who will be responsible for implementing your plan to measure student satisfaction? What adjustments will you make if the results do not meet your internal goals? 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:

- For information regarding leadership programs in Louisiana visit <https://www.teachlouisiana.net/>

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. Who will coach and evaluate the other members of the leadership team (i.e., not the Principal)?
6. How will the other members of the leadership team be evaluated?
7. What are the qualifications and credentials necessary for the other members of the leadership team?
8. Have the other members of the leadership team been identified? If not, what is the timeline to fill each position?
9. 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 C – Job Descriptions for all Leadership Team Positions – 8 page limit)
(Appendix D – Resumes for all Identified Leadership Team Members – No page limit)

Section III: School Operations

(7 page limit)

Resources:

- Type 5 Charters are required to provide transportation for students.
- For policies regarding student recruitment and enrollment, see Chapter 27 of [Bulletin 126](#).
- See Bulletin 126 Section 2301 for schools applying to contract for transportation with the Recovery School District. See [RS 17:158](#) for laws regarding transportation.
- Charter schools, other than Type 4’s, have the option of participating in Teachers’ Retirement System of Louisiana and collective bargaining. Type 4 charter schools must participate in TRSL.
- See the [Charter School Insurance Requirements](#) document for a list of the requirements for charter schools.
- See [here](#) for information regarding school nutrition programs:
- Charter schools are exempt from many of the rules and regulations of traditional public schools. However, there are some requirements that charters must fulfill. Visit [here](#) to learn which ones.

- [Bulletin 741](#) includes a great deal of information that may not be required of charter schools but may act as a good resource for school operations.
- See [here](#) for the required health services for charter schools.

A. Transportation, Food, and Health Services

1. Will you provide transportation for students? If so, how?
2. If you do not plan to provide transportation, how will you ensure that your school is accessible to low-income and disadvantaged students?
3. Describe the school's plans for providing breakfast and lunch food service, including whether and when the school will participate in the National School Lunch Program.
4. Indicate the accessibility and types of health services that will be provided.
5. Describe any other partnerships or contractual relationships central to the school's operations or mission.

B. Safety and Security

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

C. Insurance Coverage

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. Please provide quote letters from possible insurance providers for each of the insurance areas listed in the Charter School Insurance Requirements.

(Appendix E –Quote letters from possible insurance providers – 10 page limit)

D. 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. If utilizing a third party education service provider or corporate partner, include those individuals as part of the chart.
 - *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.*

(Appendix F – 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 G – 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.

E. Employment Policies

1. Describe policies regarding salaries, contracts, hiring and dismissal, benefit plans (including participation in Teachers’ Retirement System of Louisiana), collective bargaining, and other matters related to staffing. In addition, describe policies on equal employment opportunities, and the maintenance of a drug-free workplace. 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.

(Appendix H – Personnel Policies or Employee Manual – No page limit)

Section IV: Education Program

(25 page limit)

This section will describe the proposed school’s 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:

- Louisiana has adopted the Common Core State Standards. Information on the initiative can be found at http://www.doe.state.la.us/topics/common_core.html and <http://betterschoolsla.com/>. While charter schools are not required to adopt Common Core standards as their own and may adopt other standards which they view as more rigorous, charters will be assessed and held accountable using the Common Core state standards.
- High schools approved by the BESE will be expected to have a strong emphasis on career and college readiness. <http://www.doe.state.la.us/offices/ccr/>

- See here for requirements needed to graduate high school.
http://www.doe.state.la.us/topics/grad_reqs.html
- Refer to the Louisiana Office of Student Financial Assistance to learn about how schools can prepare their students for post-secondary school. <http://www.osfa.la.gov/>
- All public schools in Louisiana must administer (at a minimum) the correct, state mandated assessments to monitor student progress. Review information about these standardized assessments at: http://www.doe.state.la.us/topics/understanding_acct.html
- Each year, schools receive numerical scores known as School Performance Scores (SPS). Learn more about SPS at http://www.doe.state.la.us/performance/school_state_district_acct.html
- Charter schools must provide at least as much instructional time during a school year as required of other public schools. Accordingly, the minimum school day for grades one through twelve must consist of 360 minutes of instructional time, exclusive of all recesses. The minimum school year must consist of no less than 177 days of instruction. The total number of instructional minutes per day and instructional days per year may be modified, as long as the total number of instructional minutes per year is 63,720.
- Charter Schools are required to serve students with exceptionalities and any students with a special need, including but not limited to physical, mental, emotional and social disabilities. Applicants should review state and federal laws regarding meeting the requirements of students with [Individualized Education Plans \(IEP\)](#). All schools must comply with these requirements, and thus responses to the questions below should not restate the law and compliance requirements, but rather explain how the proposed school will comply with these requirements. Consult the website for information regarding the education of students with special needs.
<http://www.doe.state.la.us/divisions/specialp/default.html>.
- For information on supporting students with disabilities see <http://sda.doe.louisiana.gov/default.aspx>.
- For information on curriculum, instruction and Response to Intervention, among other items, see <http://accessguide.doe.louisiana.gov/default.aspx>
- You can find the template for Appendix I [here](#).

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.** 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.

(Appendix I – Curriculum to be used by the school – No more than 1 page for each grade served including all content areas)

4. **Scope/Sequence.** Provide an overview of the course scope and sequence by subject for one grade in each school level, including alignment with Louisiana State Standards/Common Core State Standards. What resources have you used in developing the scope and sequence?

(Appendix J – Course Scope and Sequence for One Grade in Each School Level (Elementary, Middle, High School) – 25 page limit)

5. **Standards.** Do you plan to adopt 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 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 K – School Calendar & School Day Schedule for each School Level –6 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 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 specific student cohorts by specific measures such as closing the achievement gap and advancing ELLs (if part of your target population).
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. What interim assessments will you use? 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?
8. Explain how the school will track student progress after the students have left the school or graduated.
9. Graduation Requirements (*High Schools only*).
 - a. List your school's graduation requirements and how they, at a minimum, meet 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 state law, 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).

D. English Language Learner Students

1. **Identification Process.** Describe how the school will identify ELL students and who will be responsible for identification.
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 ELL program and the curriculum you will use to provide instruction. Provide evidence that your curriculum is research-based and aligned to the state and Common Core standards. How will you structure your instructional schedule to provide adequate instruction in ELL? 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 ELL 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? Describe your plan to monitor students after exit/redesignation. How will you determine if additional ELL program services are needed?

E. **Special Education Students**

1. Who will be responsible for oversight of the school's special education program, including compliance with state and federal policies and procedures related to student records, procedural safeguards, confidentiality of personally identifiable information, performance goals and indicators, and program administration in general?
2. 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?
3. How will the school recruit students with special needs?
4. Who will make the final decision about whether a student can receive adequate services at the school or if the school will need to contract with another entity to provide services for the student?
5. 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.
6. 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.
7. What schedule adjustments do you plan to make in order to meet the needs of your special education students?
8. 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)?
9. How will the school provide professional development and train teachers to serve the needs of mild and moderate needs students?

10. How will the school provide qualified staffing for students with severe needs? How will the school provide professional development to these teachers?
11. How will the school ensure that accurate data are kept concerning suspensions, expulsions, and other disciplinary action for student with disabilities? Who will be responsible for reviewing these data to determine if significant discrepancies are occurring in the rate of long-term suspensions and expulsions of children with disabilities when compared to such rates for non-disabled children or among local educational agencies in the state?

F. Homeless Students

1. Explain how the school will identify homeless students. Which staff will be responsible for this identification?
2. How will the school recruit homeless students?
3. Describe the specific programs, practices, and strategies the school will employ to provide a continuum of services and supports for homeless students.
4. How will the school provide professional development to train teachers to serve the needs of homeless students?
5. How will the school provide qualified staffing for homeless students?

G. 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.).

6. 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. 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?
3. How will the assessment system described earlier support the ongoing tracking of progress for students who may be above grade level?
4. What are the pre-requisite qualifications for individuals in positions serving G&T students? Explain how you will recruit, hire and retain teachers that meet these requirements.
5. How will the school provide professional development and train both G&T and general education teachers to serve the needs of G&T students?

7. 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. Include an explanation of the fees (amount, use, and any consequences for non-payment) and the process by which students may apply for a hardship waiver. 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 V: 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:

- All charter school teachers are required to have an undergraduate degree, but teachers are not required to obtain any additional certification beyond that which is required under federal law, including IDEA.

- Act 54 requires that 50% of every teacher and leader’s evaluation be based on the student growth measures. For detailed information on the requirements for charter schools under Act 54, go to <http://betterschoolsla.com/> and specifically the [Act 54 Cheat Sheet](#).
- Review information on Louisiana’s Compass Initiative to learn about how this program will impact teachers at your school: <http://act54.louisianaschools.net/>
- The LDOE approved rubric for teacher evaluations can be found [here](#).
- For information about other state approved teacher observation tools and the process of submitting an alternate tool for approval, see [here](#).

A. 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 state law, No Child Left Behind, and IDEA. What are the pre-requisite qualifications for each position? Explain other key selection criteria and any special considerations relevant to your school design.
3. Explain the school’s procedure regarding the implementation of [LA-R.S. 15:587.1](#) and BESE Policy for Charter Schools Relative To Criminal Offenses ([Bulletin 126: §2905](#)).
4. 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?
5. Explain what cultural competencies will be required of key staff positions in order to appropriately serve the proposed target population.
6. 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?

B. 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?

C. Teacher Evaluation

1. What are the standards that will be used to evaluate all teachers' professional practice? How will these standards be selected and/or developed? What rubric will the school utilize to evaluate teachers' professional practice?
2. Who will have primary responsibility to evaluate teachers? Describe the process by which these evaluators will be trained and certified. On what schedule will teachers receive observations and feedback?
3. For teachers who teach non-tested grades and subjects (NTGS), describe the process by which student learning targets and common assessments will be developed. Describe any applicable assessments the school will use to measure student progress towards these targets.
4. Please describe how you will collect performance data.
5. How will performance data be used to inform professional development and human capital decisions? What steps or actions will the school take when teacher performance is unsatisfactory?

(Appendix L – Teacher Evaluation Rubric/Tool – 25 page limit)

D. Professional Development

1. Describe the professional development 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 VI: Governance

(10 page limit)

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

Resources:

- All charter schools are required to evaluate their school leaders and teachers using 50% measures of student growth. See <http://betterschoolsla.com/> and <http://act54.louisianaschools.net/>
- For information on the requirements of charter school governing boards, please see [Bulletin 126, Chapters 5 and 21](#). This includes a requirement of at least 7 board members and board residency requirements.
- All charter boards must abide by the Louisiana Code of Ethics: [Louisiana Code of Governmental Ethics](#) and are prohibited from receiving any compensation other than reimbursement of actual expenses incurred while fulfilling duties as a member of such a board.
- All charter boards must abide by the [Louisiana Public Records Law, LA-R.S. 44:1 et seq.](#)
- All charter boards must be incorporated under the [Louisiana Nonprofit Corporations Law](#).
- All charter boards must conduct their meetings in accordance with Louisiana's [Open Meetings Law](#)
- You can find information on existing state approved school leader evaluation tools and the process for submitting an alternate school leader evaluation tool [here](#).
- The charter school board member questionnaire can be found [here](#).

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? If the proposed school is to be part of a network of schools under a single nonprofit, describe how the board will interact with the CEO of the network as well.

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. Your board is required to have at least seven members at the time the application is submitted. If planning to have more than seven board members, 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 M – Resumes of all Board Members – no page limit)

7. Each identified board member is required to fill out a [Charter School Board Member Questionnaire](#).

(Appendix N–Completed and Signed Charter School Board Member Questionnaire – No page limit)

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 is the board qualified to evaluate the school leader?
4. How will the board evaluate the school leader or principal? What evaluation tool will be used? What key performance criteria will be examined?
5. Explain the school's system for identifying the school leader's need for coaching and PD as well as for providing these supports.
6. How will the school's board handle unsatisfactory leadership performance?
7. 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?
8. 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?
9. Describe your solvency-related financial goals, as demonstrated in the submitted budget form, including specific metrics which will be monitored.

(Appendix O – School Leadership Evaluation Rubric/Tool– 25 page limit)

E. Board Status and Compliance

1. Describe the proposed school's legal status, including whether you have obtained federal tax-exempt status. If the school will be incorporated, will it be a member or nonmember corporation?
2. How did you draft your Bylaws? With whom did you consult? How did you ensure compliance with state and federal laws? Attach a copy of the bylaws. Bylaws should include, at a minimum:
 - a. Officer positions designated and the manner in which officers are selected and removed from office;
 - b. The manner in which members of the governing body are recruited and selected;
 - c. The manner in which vacancies on the governing body are filled;
 - d. The term for which members of the governing body serve;
 - e. The governing body's meeting structure including frequency and location; and
 - f. Committees that the corporation would create, e.g., audit, finance, compensation, and delineate the functions and powers of those committees, and the proof of compliance with Louisiana Open Meetings Act.
 - g. Officer positions designated and the manner in which officers are selected and removed from office.

(Appendix P –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.

Section VII: Budget and Financial Management

(10 page limit)

Resources:

- LDOE Resources on Funding:
 - Louisiana 2011-2012 Minimum Foundation Program Handbook: <http://www.louisianaschools.net/ide/uploads/18572.pdf>
 - Financial Policies and Procedures: <http://www.louisianaschools.net/topics/laugh.html>
 - Information on the state's 70% instructional spending requirement: http://www.louisianaschools.net/divisions/edfn/seventy_percent.html
 - An explanation of the Financial Risk Assessment and how it is used to evaluate the status of charter school finances: http://www.louisianaschools.net/divisions/edfn/financial_risk_assessments.html
- To assist the applicants in preparing these budgets, the Department of Education has created sample budgets. These budget formats are not all-inclusive and may need to be tailored to meet the needs of the school. The sample budgets are provided as a guide to ensure the required level of detail is provided. It may be helpful to refer to the definitions for revenues and expenditures detailed in [Bulletin 1929, Louisiana Accounting and Uniform Governmental Handbook](#). Applicants are discouraged from relying on grant funds that have not already been approved in preparing budget documents.
- A detailed federal grants guide and quick reference guide are available [here](#).
- The LDOE will release in June an updated list of grant opportunities based on available funds. Grant opportunities reflect LDOE priorities as listed in the Call for Call Quality Schools. Unlike previous years, no grant funding will be available for schools through the Public Charter School Start-Up grant and applicants should not include it in their budgets.
- In 1997, lawmakers established the Louisiana Charter School Start-Up Loan Fund through [Louisiana Revised Statute 17:4001](#) to provide no-interest loans to assist new and expanding Type 1, 2, or 3 charter schools with certain expenses. Any newly approved or currently operating Type 1, 2 or 3 charter school may apply for state loan funds, up to \$100,000, any time during the first five years of its initial charter agreement or during subsequent years if significant expansion of the charter school is anticipated and approved by the chartering authority. Such expansion includes, but is not limited to, the addition of new grades, the construction of new school facilities, or the renovation of existing school facilities. Funds are available on a first-come, first-serve basis.
- See [here](#) for additional information on the funding of Type 2 and 5 charter schools, as well as information on shared services and facilities considerations.
- The LDOE has created an [internal control checklist](#) for new operators to use to ensure they are prepared for their audits. This document can be used to assist in creating the internal systems necessary for the successful start-up of the school.

- See here for the [charter school fiscal oversight policy](#).
- Charter school budget considerations:
 - Central Administrative Overhead: The LDOE provides each school authorizing services at a cost of 2.0% of total per pupil revenue. Applicants should factor this into their proposed budgets.
 - See here for the required [charter budget forms](#) that must be submitted as part of the application.
 - See here for [Federal Grant revenue per pupil estimates](#) that are necessary for putting together an accurate budget.
 - See here for the [state and local per pupil amounts](#) that are necessary for putting together an accurate budget.

A. Budget, Financial Management, and Policy Narrative

1. Describe your revenue assumptions including estimated percentage of students who are eligible for free lunch.
2. Describe your anticipated private revenue sources including contributions, grants, or loans. 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. Provide a letter of commitment from any outside source (banks, lending institutions, corporations, foundations, grants, etc.) from which you are receiving funds, property, or resources. Inform those writing letters of commitment to indicate when the funds, resources, or property were secured or when they are anticipated. Included in these letters of commitment should be a line of credit because, due to the inherent delay in receiving initial grant payments, a line of credit may be necessary to resolve cash flow issues during the first months of the fiscal year.

(Optional Appendix R - Letters of commitment from private sources –No page limit but must be outside information and not additional narrative)

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. Your response should include, among other things, the school's plan in the following areas:

- a. Provisions for an annual fiscal audit;
- b. How the financial and accounting plan will be sufficient to:
 - i. provide an accurate accounting of all finances including property;
 - ii. provide sufficient information/records for audit purposes;
 - iii. be in accordance with generally accepted standards, and
 - iv. be in a format such that financial data may be reported accurately in the Annual Financial Report required to be submitted to the Department annually.
- c. Development and dissemination of an annual financial report; and
- d. Recommended liability insurance to indemnify the school, its board, staff and teachers against tort claims.

Applicants should provide details regarding the steps taken to ensure the fiscal plan is sound and to provide evidence of the financial viability of the entity. For instance, provide evidence that conservative amounts were estimated for revenues and expenditures, that the budgets contain an adequate fund balance through the years, that all revenues are non-contingent or if contingent, discounted, etc. Discuss ways in which the budget accounts for contingencies in staffing, cost overruns, etc.

7. Identify the staff position(s) that will be responsible for financial oversight and management, as well as their relevant qualifications to manage this work.
 - *All applicants are required to submit the completed [charter application budget forms](#) as a separate electronic document in Excel. Your budget must indicate the amount and source of the funds, property, or other resources expected to be available through these outside sources. Your budget should also indicate which funds, property or resources are secured and which are anticipated.*

Detailed assumptions of the calculations used to estimate revenues and expenditures must be included for each line item. A budget without a full set of stated assumptions is not meaningful. Personnel, equipment, and construction costs that are identified in other sections of this application should be included in the budget forms. The budget forms are as follows:

- Budget Form 1: Start-up Budget with Assumptions
- Budget Form 2: First Year Budget with Assumptions
- Budget Form 3: First Year Monthly Cash Flow Projection with Assumptions for monthly changes
- Budget Form 4: Five Year Budget Plan with Assumptions for yearly changes

(Appendix S – Budget Forms 1-4 – Use Budget Forms Docs)

Section VIII: Pre-Opening

(5 page limit)

- A. Provide a Pre-Opening Plan that documents key tasks to be completed between approval of the application and opening of the school. Include the document as a timeline that lists the task and the person responsible, including tasks related to the nonprofit board.

(Appendix T – Timelines and Schedule for Pre-Opening – 5 page limit)

Section IX: Third Party Education Service Provider Relationship

(10 page limit)

Resources:

- *Charting a Clear Course: A Resource Guide for Building Successful Relationships between Charter Schools and School Management Organizations*, available at: <http://www.publiccharters.org/publication/?id=393>
- See [here](#) for Louisiana’s third-party education service provider requirements.
- Click here for the form to use as [Appendix U](#).

A Third Party Education Provider is defined as an entity that is providing primary education services for a school even though the entity is not the governing board that holds the charter. If the proposed school intends to contract with a third party education service provider (ESP) provide the following additional information:

- A. Third party ESP Selection
1. Explain how and why the ESP was selected.
- B. Third party ESP Track Record
1. Explain the third-party ESP’s success in serving student populations similar to the target population of the school. Describe the third party ESP’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 third party ESP) and include the name of the reference.

2. List of all schools operated by the third party ESP 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. If the third party ESP operates more than 10 applicable schools, list only the 10 most relevant schools.

Using the chart provided in Appendix U, provide student performance data, including disaggregated student performance data according to student population (i.e., Free and Reduced Lunch, special education, English Language Learners) for all schools listed above.

(Appendix U – Third Party ESP School Performance Data Chart (see [here](#)) – No page limit)

3. Provide evidence of the financial health of the third party ESP.

(Appendix V – Most recent financial audit of third party ESP – No page limit)

(Appendix W - Most recent annual report of third party ESP – No page limit)

4. List and explain any management contract terminations as well as any charter revocations, non-renewals or withdrawals/non-openings that the proposed third party ESP has experienced in the past 3 years.

C. Legal Relationships

1. Provide evidence that the board is independent from the third party ESP and self-governing, including separate legal representation of each and arms-length negotiating.
2. Discuss any potential conflicts of interest between the third party ESP and the school.
3. Explain the supervisory responsibilities of the third party ESP (if any), including which school employees the third party ESP will supervise, how the third party ESP will supervise these employees, and how the Charter School Board will oversee the third party ESP supervisory responsibilities.
4. If the charter school intends to enter into a lease, execute promissory notes or other negotiable instruments, or enter into a lease-purchase agreement or other financing relationships with the third party ESP, the applicant must provide evidence that such agreements are separately documented and not be a part of or incorporated in the third party ESP agreement. Such agreements must be consistent with the school's authority to terminate the third party ESP agreement and continue operation of the school.
5. Describe any loans or grants made between the nonprofit board and the third-party ESP. Attach documentation supporting the grants or loans listed.

D. Organizational Structure

1. Provide a detailed description of the roles and responsibilities of the third party ESP.
2. Describe the scope of services and costs of all resources to be provided by the third party ESP.

3. Describe the oversight and evaluation methods that the Board will use to oversee the third party ESP. 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 third party ESP's progress toward achieving agreed-upon goals? Will there be an external evaluator to assess the third party ESP'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 third party ESP. What is the schedule on which the third party ESP will receive compensation?
5. Describe the financial responsibilities of the third party ESP, 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 third party ESP 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.
7. Describe the plan for the operation of the school in the case that the management agreement is terminated.

(Appendix X – Draft of Management Agreement with Third Party ESP – No page limit)

Section X: For Applicants applying with a Corporate Partner

(10 page limit)

Louisiana law allows for the establishment of Corporate Partnerships as defined in RS: [17 3991.1](#). If an applicant intends to have a corporate partner, please complete the section below while also ensuring that the partnership is referenced in the application as appropriate, including but not limited to Section IV and Section VI, the enrollment section of Appendices, and other sections of the application.

Community partners are not Corporate Partners

Community partners (described in Section I.D.1.e) are separate from corporate partners and should not be included in this section, nor should corporate partners be referenced in the community partner section.

A. Corporate Partnership formation

1. Explain how and why the corporate partnership was developed.

B. Corporate Partner Track Record

1. Explain the corporate partner's past success in serving student populations similar to the target population of the school, including any educational programming done by the organization. Provide summary information from specific reference checks conducted by the applicant (regarding the corporate partner) and include the name of the reference.
2. Provide evidence of the financial health of the corporate partner.

(Appendix Y – Most recent financial audit of corporate partner – No page limit)

(Appendix Z - Most recent annual report of corporate partner – No page limit)

C. Legal Relationships

1. Discuss any potential conflicts of interest between the corporate partner and the school.

D. Organizational Structure

1. Describe the methods by which the corporate partner will support the charter school, including but not limited to internships for students, career counseling, academic tutoring, or enrichment activities.
2. Describe the nature of any donation that the corporate partner will make to the charter school and how it meets the requirements laid out in RS: [17 3991.1](#).
3. Explain the process for the required annual renewal of the corporate partner memorandum of understanding (MOU). Describe the conditions that both the corporate partner and the school must satisfy for the MOU to be renewed. Describe the procedures for determining whether the MOU will be renewed. On what grounds can the corporate partner or the school terminate the MOU for cause (including provisions for notice to the other party)? What are any conditions under which either party may terminate the MOU without cause? List any indemnification provisions in the event of default or breach by either party.
4. Describe the plan for the operation of the school in the case that the MOU is terminated or not renewed.

(Appendix AA – Draft Memorandum of Understanding with Corporate Partner – No page limit)

Section XI: For Type 2 Charter Applicants

(15 page limit)

Please complete the following questions if the application is for a Type 2 Charter School.

Resources:

- Below is an excerpt from Bulletin 126 outlining the requirements for Type 2 charter schools with regard to at-risk populations:

“A. Except as otherwise provided by Charter School Law, Type 1 and Type 2 charter schools created as new schools shall maintain an at-risk student population percentage, based on the October 1 pupil membership count, that is equal to the percentage of students eligible for the federal free or reduced lunch program in the district in which the charter school is located or the average of districts from which students served by the charter school reside.

1. The charter school’s at-risk population shall consist of 85 percent of students who are eligible for the federal free and reduced lunch program and thus defined as at-risk pursuant to §103.B.1 of this bulletin.

2. The remaining 15 percent of a charter school’s at-risk population may consist of students defined as at-risk in §103.B.1 through §103.B.6 of this bulletin.

B. A charter school's required at-risk percentage, based on the percentages of a city or parish school system, shall remain fixed during the term of its approved charter at the percentage which existed during the school year that the charter application was approved, unless otherwise specified in the charter that the charter school will reflect the current year's at-risk percentage.”

- The following passage from RS: 17.3991 explains the specific at-risk enrollment requirements for Type 2 conversion Charter school applicants.

“That for Type 2 charter schools created as a result of a conversion, Type 3 and Type 4 charter schools, the percentage of the total number of pupils enrolled in the charter school based on the October first pupil membership who are at-risk, in the manner provided in R.S. 17:3973(1)(a), unless otherwise agreed to as part of the charter agreement by the chartering authority, shall be equal to not less than the percentage of the total of pupils enrolled in the school in the school year prior to the establishment of the charter school that were eligible to participate in the federal free and reduced cost lunch program.”

An “at-risk pupil” is defined as one who meets at least one of the following conditions:

- Is eligible to participate in the federal free or reduced lunch program by demonstrating that he meets the income requirements established for participation in the program, not necessarily by participating in the program.
- Is under the age of twenty and has been withdrawn from school prior to graduation for not less than one semester.
- Is under the age of twenty and has failed to achieve the required score on any portion of the examination required for high school graduation.
- Is in the eighth grade or below and is reading two or more grade levels below grade level as determined by one or more of the tests required pursuant to R.S. 17:24.4.
- Has been identified as an exceptional child as defined in R.S. 17:1943 not including gifted and talented.
- Is a mother or father of a child.

A. Please provide the following details regarding the proposed facility:

1. The facility's physical address;
2. The layout, including its square footage;
3. The number and size of the classrooms, common areas, recreational space, restrooms, any community facilities, and any other facilities;
4. Evidence that the proposed facility can be secured (i.e., letter of intent, memorandum of understanding and/or contract); and
5. Describe the potential renovation needs to ensure compliance with applicable building and/or occupancy codes and to make the facility ready for school operations. Include a budget that identifies the estimated cost of such renovations and revenues that will be used. Also, include a project timeline and person(s) responsible for overseeing the renovations.
6. Describe how the identified school site will accommodate the school at full capacity for a five-year period. If the identified site will not accommodate the school at full capacity for a five year period, describe plans to meet full capacity space needs.

B. Student Recruitment & Enrollment

1. List the parishes from which the school proposes to accept students. List any geographic preferences the school proposes to use as part of the enrollment process.
2. Please outline your planned enrollment process, including specifics around any admission requirements that are consistent with the school's role, scope and mission or priorities for students, lottery procedures and policies around waiting lists
3. 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?
4. How will you specifically reach out to students at risk of academic failure, English Language Learners, and students with exceptional needs?

5. 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?
6. What is your target re-enrollment rate for each year? Describe the school's plan to ensure it meets this target.
7. Discuss the school's plan for meeting the requirement to serve an "at-risk" student population, to include strategies for attracting and retaining a comparable or greater enrollment percentage of at-risk students when compared to the enrollment figures for such students in the school district in which the charter school will be located or from which its students reside.

Section XII: For Type 4 Applicants

(15 page limit)

The charter agreement for Type 4 schools is held between BESE and the local school board. Type 4 charter schools may be proposed as new schools or a conversion of a pre-existing school. The charter school shall serve students residing in the local school board's attendance zone, unless an agreement is reached with another local school board to allow students from the local school parish to attend. Complete the questions in this addendum.

Please complete the following questions if the application is for a Type 4 Charter School.

Resources:

- The following passage from RS: 17.3991 explains the specific at-risk enrollment requirements for Type 4 Charter school applicants.

"That for Type 2 charter schools created as a result of a conversion, Type 3 and Type 4 charter schools, the percentage of the total number of pupils enrolled in the charter school based on the October first pupil membership who are at-risk, in the manner provided in R.S. 17:3973(1)(a), unless otherwise agreed to as part of the charter agreement by the chartering authority, shall be equal to not less than the percentage of the total of pupils enrolled in the school in the school year prior to the establishment of the charter school that were eligible to participate in the federal free and reduced cost lunch program."

- A. Please provide the following details regarding the proposed facility:
 1. The facility's physical address;
 2. The layout, including its square footage;

3. The number and size of the classrooms, common areas, recreational space, restrooms, any community facilities, and any other facilities;
 4. Evidence that the proposed facility can be secured (i.e., letter of intent, memorandum of understanding and/or contract); and
 5. Describe the potential renovation needs to ensure compliance with applicable building and/or occupancy codes and to make the facility ready for school operations. Include a budget that identifies the estimated cost of such renovations and revenues that will be used. Also, include a project timeline and person(s) responsible for overseeing the renovations.
 6. Describe how the identified school site will accommodate the school at full capacity for a five-year period. If the identified site will not accommodate the school at full capacity for a five year period, describe plans to meet full capacity space needs.
- B. Student Recruitment & Enrollment
1. List the parishes from which the school proposes to accept students. List any geographic preferences the school proposes to use as part of the enrollment process.
 2. Please outline your planned enrollment process, including specifics around any admission requirements that are consistent with the school’s role, scope and mission or priorities for students, lottery procedures and policies around waiting lists
 3. 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?
 4. How will you specifically reach out to students at risk of academic failure, English Language Learners, and students with exceptional needs?
 5. 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?
 6. What is your target re-enrollment rate for each year? Describe the school’s plan to ensure it meets this target.
 7. Discuss the school’s plan for meeting the requirement to serve an “at-risk” student population, to include strategies for attracting and retaining a comparable or greater enrollment percentage of at-risk students when compared to the enrollment figures for such students in the school district in which the charter school will be located or from which its students reside.

Section XIII: For Type 5 Charter Applicants

(5 page limit)

Please complete the following questions if the application is for a Type 5 Charter School.

Resources:

- Applicants should indicate in the Executive Summary the schools they are interested in taking over. Applicants may apply to take over specific grades within a given school and gradually phase in to take over the entire school. This should be noted in the appropriate place on the Application Cover Page as well as other places in the application.
- Applicants may also indicate that they have no preference for the specific school to be taken over, only specific grade configurations the proposed school will need to accommodate.

- A. Applicants selected to operate one of the schools identified in this RFA as a Type 5 charter school will operate in the existing school facility. If applicable, please describe any special plans that you have for the use of classrooms, administrative areas, common areas, athletic facilities, etc. Please include costs for facility maintenance in the budget.
- B. Describe how the identified school site will accommodate the school at full capacity. If the identified site will not accommodate the school at full capacity, describe plans to meet full capacity space needs.
- C. Student Recruitment & Enrollment
 1. 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?
 2. How will you specifically reach out to students at risk of academic failure, English Language Learners, and students with exceptional needs?
 3. What is your target re-enrollment rate for each year? Describe the school's plan to ensure it meets this target.

Section XIV: For Virtual Charter Applicants

(25 page limit)

Please complete the following questions if the application is for a virtual charter school. If the answer to a specific question is answered elsewhere in the application, please indicate where the answer can be found.

Resources:

- See [Bulletin 118, Section 317](#) for information regarding the testing plan requirements for virtual charter schools.
- See Bulletin 126 Chapter 37 for rules and regulations regarding Virtual Schools
- Virtual charter schools are required to, “provide each full-time student enrolled in the program who qualifies for free or reduced-price school lunches under the National School Lunch Act, is considered at-risk for the purpose of calculating funding through the Minimum Foundation Program, or does not have a computer or internet access in his or her home with a) all equipment necessary for participants in the virtual instruction program, including, but not limited to, a computer, computer

monitor, and printer, if a printer is necessary to participate in the program; and b) access to or reimbursement for all internet services necessary for online delivery of instruction

- A. If students will be required to regularly or periodically attend a brick and mortar facility, specify such requirements and describe the facility.
- B. Provide the address of and describe the Louisiana-based administrative office of the virtual charter school, including its size and staffing.
- C. Educational Program
 - 1. Describe the level of participation in instructional activities students will be required to meet to receive credit for successfully completing a course and receive a satisfactory grade for that course. The level of participation may include the amount of time students will be engaged in both online and other instructional activities in order to receive credit for a course. Please note the amount of time for the online and offline work by grade level and course.
 - 2. Can a student enrolled in the virtual charter school program be enrolled in other instructional activities elsewhere and/or earn Carnegie units from another institution? If so, please identify the other institution(s).
 - 3. Describe procedures to ensure the integrity and authenticity of student work product and assessment scores, including the use of an academic honesty and computer acceptable use policy.
 - 4. Describe the intervention procedures the virtual charter school will take when students fail to provide authentic work product or assessment responses.
 - 5. Describe what role parents/guardians will have in promoting accountability.
- D. Instructional Staff
 - 1. Describe what, if any, additional responsibilities will be required of teachers in the virtual environment (e.g. course development/design, research, website maintenance) and describe how the virtual charter school will communicate these responsibilities to teachers.
- E. State and Federally Mandated Services
 - 1. Describe how the virtual charter school will provide services to all enrolled students with special needs regardless of where the student resides.
 - 2. Describe the virtual charter school's procedures for Individual Education Plan (IEP) meetings, including determining where such meetings will occur.
 - 3. Describe how the virtual charter school will implement ADA and Rehabilitation Act standards for accessibility to web-based curricula.
- F. Evaluation and Assessment
 - 1. Attach the virtual charter school's plan and method for the administration of all required state assessments (iLEAP, LEAP, GEE) and other assessments set forth in the school's charter. The plan should address, test taking location(s), who will administer the tests, and test security procedures.

(Appendix CC – Virtual Charter School Testing Plan – 20 page limit)

G. School Operations

1. Describe how the virtual charter school will ensure or facilitate student attendance at any in-person school activities.
2. Identify any non-teacher faculty members (paraprofessionals, guidance counselors, parent instructional coaches) and describe their roles and how they will function in the virtual charter school.
3. Describe the virtual charter school's policies regarding truancy, absence, withdrawal, issuing of Carnegie units, repeat/delete, credit recovery, and AP/dual enrollment.
4. Describe the intervention procedures the virtual charter school will take when students are not logging in and/or completing coursework as required.
5. Describe all technological equipment and services that the virtual charter school will provide, including hardware, software, connectivity, and media storage devices, and property controls and equipment tagging that will be in place. Specify any equipment or technological support that students and families will be responsible for purchasing or obtaining.
6. Describe the scope of technical support that will be provided, including where support staff will be located, and the hours (including weekends and holidays) and manner in which the support will be accessible to students and school employees.
7. Describe the virtual charter school's data retention, security, and confidentiality procedures.
8. Describe procedures to deliver instruction when equipment, software, or connectivity at any location is lost or impaired. Specify who will pay for Internet connectivity and address minimum bandwidth and a course of action for areas of the state that do not have the minimum bandwidth.
9. Describe data protection and recovery procedures in event of catastrophic system failure (include offsite back-up).
10. Describe how the virtual charter school will provide for the health and safety of students and staff both in online and offline activities.
11. Describe how the virtual charter school will address the nutritional needs of students when appropriate.
12. Describe how the virtual school will administer the required Title 28, Chapter 11, §1119 Health Screening as part of enrollment and the ongoing functioning of the school.
13. Describe the school's plan for delivering instruction in the event of technical and other course delivery problems which prevent normal course delivery.
14. Provide a summary of data protection and recovery procedures in the event of catastrophic system failure.
15. Provide a staff/teacher acceptable use policy for technology that complies with R.S. 17:3996(21)
(Appendix DD – Staff/Teacher Policy for Acceptable Use of Technology – 10 page limit)
16. Provide a school electronic communication policy that complies with the federal Child Internet Protection Act and R.S. 17:100.7, including information on school Internet safety and filtering practices and policies

(Appendix EE– Electronic Communication Policy – 10 page limit)

17. Describe how the school will provide professional development appropriate to the delivery method used and the acceptable use and electronic communication policies.

H. Parent and Community Involvement

1. Indicate the nature, frequency, and location of all required in-person meetings between parents and virtual charter school faculty/administration, such as parent/teacher conferences, parent-teacher meetings, field trips, etc.
2. Indicate the nature and frequency of all optional opportunities for in-person meetings and interactions, such as open houses and school community meetings.
3. Describe the procedures for parents to contact virtual charter school faculty and administrators with concerns of any nature and the procedures and required timelines for prompt and helpful responsiveness to such communications.
4. Explain how virtual charter school administration will communicate with non-English speaking parents/guardians.
5. Describe how the school will provide adequate, timely, and appropriate technical support to students, teachers, facilitators, and instructional coaches;
6. What is the role of the parents/guardians?
7. Are opportunities for parent/guardian training available?
8. How do parents access student grades and understand student progress?
9. Provide a plan for orientations to enrolled students, their parents, and their instructional coaches on the course delivery model prior to the beginning of the class

Section XV: Financial model for nonprofits operating more than one school in Louisiana

Put Budget in Tabs in Appendix S, Budget Forms NO NARRATIVE ANSWER REQUIRED

Please complete only if the application is coming from a nonprofit that will operate more than one charter school as a result of the application. This includes applicants who already operate more than one charter school currently.

The CMO Budget should provide an understanding of how the charter operator intends to manage the school's finances, and how the operator intends to use [public] funds. It should present a clear picture of both the proposed school's and the operator/CMO's financial viability including the soundness of revenue projections; expenditure requirements; operating reserves; expected fundraising needs

(expressed as cost/student;) and how well the school's budget aligns with and supports effective implementation of the educational program. Please provide the following:

Please put in extra tabs on [Appendix S](#), Budget Forms

A. CMO budget

1. 3-year budget starting July 1, 2012 for every school currently in operation
2. 3-year budget starting July 1, 2012 for charter management organization
3. Current balance sheet or most current financial statements

For all excel documents, please make sure to include any relevant assumptions including student enrollment, sources of funds, etc.

Appendix FF: Applicant Checklist

The applicant will use the left column of boxes to check off the sections completed. LDOE will use the right column of boxes for its completeness check.

| | | |
|--------------------------|---|--------------------------|
| <input type="checkbox"/> | Executive Summary | <input type="checkbox"/> |
| <input type="checkbox"/> | Section I. Culture | <input type="checkbox"/> |
| <input type="checkbox"/> | Section II. Leadership | <input type="checkbox"/> |
| <input type="checkbox"/> | Section III. School Operations | <input type="checkbox"/> |
| <input type="checkbox"/> | Section IV. Education Program | <input type="checkbox"/> |
| <input type="checkbox"/> | Section V. Teaching | <input type="checkbox"/> |
| <input type="checkbox"/> | Section VI. Governance | <input type="checkbox"/> |
| <input type="checkbox"/> | Section VII. Budget and Financial Management | <input type="checkbox"/> |
| <input type="checkbox"/> | Section VIII. Pre-opening | <input type="checkbox"/> |
| <input type="checkbox"/> | Section IX: Third Party Educational Service Provider Relationship | <input type="checkbox"/> |
| <input type="checkbox"/> | Section X: Applicants applying with a Corporate Partner | <input type="checkbox"/> |
| <input type="checkbox"/> | Section XI: Type 2 Charter Applicants | <input type="checkbox"/> |
| <input type="checkbox"/> | Section XII: Type 4 Charter Applicants | <input type="checkbox"/> |
| <input type="checkbox"/> | Section XIII: Type 5 Charter Applicants | <input type="checkbox"/> |
| <input type="checkbox"/> | Section XIV: Virtual Charter Applicants | <input type="checkbox"/> |
| <input type="checkbox"/> | Section XV: Nonprofits operating more than one school in Louisiana | <input type="checkbox"/> |
| <input type="checkbox"/> | Appendix A – Evidence of Community Partners | <input type="checkbox"/> |
| <input type="checkbox"/> | Appendix B – Discipline Policy | <input type="checkbox"/> |
| <input type="checkbox"/> | Appendix C – Job Descriptions for all Leadership Positions | <input type="checkbox"/> |
| <input type="checkbox"/> | Appendix D – Resumes for all Identified Leadership Team Members | <input type="checkbox"/> |
| <input type="checkbox"/> | Appendix E – Quote letters from possible insurance providers | <input type="checkbox"/> |
| <input type="checkbox"/> | Appendix F – School Organization Chart | <input type="checkbox"/> |
| <input type="checkbox"/> | Appendix G – Staff Roster | <input type="checkbox"/> |
| <input type="checkbox"/> | Appendix H – Personnel Policies or Employee Manual | <input type="checkbox"/> |
| <input type="checkbox"/> | Appendix I – Curriculum to be used by the school | <input type="checkbox"/> |
| <input type="checkbox"/> | Appendix J – Course Scope and Sequence for One Grade in Each School Level | <input type="checkbox"/> |
| <input type="checkbox"/> | Appendix K – School Calendar & School Day Schedule | <input type="checkbox"/> |
| <input type="checkbox"/> | Appendix L – Teacher Evaluation Rubric/Tool | <input type="checkbox"/> |
| <input type="checkbox"/> | Appendix M – Resumes of all Board Members | <input type="checkbox"/> |
| <input type="checkbox"/> | Appendix N – Charter School Board Member Questionnaire | <input type="checkbox"/> |
| <input type="checkbox"/> | Appendix O – School Leadership Evaluation Rubric/Tool | <input type="checkbox"/> |

| | | |
|--------------------------|---|--------------------------|
| <input type="checkbox"/> | Appendix P – Bylaws | <input type="checkbox"/> |
| <input type="checkbox"/> | Appendix Q – Conflict of Interest Policy | <input type="checkbox"/> |
| <input type="checkbox"/> | Appendix R – Optional Letters of commitment from private sources | <input type="checkbox"/> |
| <input type="checkbox"/> | Appendix S – Budget Forms 1-4 submitted as a separate excel file | <input type="checkbox"/> |
| <input type="checkbox"/> | Appendix T – Timelines and Schedule for Pre-Opening | <input type="checkbox"/> |
| <input type="checkbox"/> | Appendix U – Third Party ESP School Performance Data Chart | <input type="checkbox"/> |
| <input type="checkbox"/> | Appendix V – Most recent Financial Audit of third party ESP | <input type="checkbox"/> |
| <input type="checkbox"/> | Appendix W – Most recent annual report of third party ESP | <input type="checkbox"/> |
| <input type="checkbox"/> | Appendix X – Draft of Management Agreement with Third Party ESP | <input type="checkbox"/> |
| <input type="checkbox"/> | Appendix Y – Most recent financial audit of corporate partner | <input type="checkbox"/> |
| <input type="checkbox"/> | Appendix Z – Most recent annual report of corporate partner | <input type="checkbox"/> |
| <input type="checkbox"/> | Appendix AA – Draft Memorandum of Understanding with Corporate Partner | <input type="checkbox"/> |
| <input type="checkbox"/> | Appendix BB – Approved board minutes approving draft MOU with Corporate Partner | <input type="checkbox"/> |
| <input type="checkbox"/> | Appendix CC – Virtual Charter Testing Plan | <input type="checkbox"/> |
| <input type="checkbox"/> | Appendix DD – Staff/Teacher Policy Acceptable Use of Technology | <input type="checkbox"/> |
| <input type="checkbox"/> | Appendix EE – Electronic Communication Policy | <input type="checkbox"/> |
| <input type="checkbox"/> | Appendix FF – Applicant Checklist | <input type="checkbox"/> |

I certify that I have the authority to submit this application and that all information contained herein is complete and accurate, realizing that any misrepresentation could result in disqualification from the application process or revocations after award. I understand that incomplete applications will not be considered. The person named as the contact person for the application is so authorized to serve as the primary contact for this application on behalf of the organization.

*Signature of President of Nonprofit Corporation
Or Local School Board President*

Date

*Printed Name of President of Nonprofit Corporation
Or Local School Board President*

Date