

Appendix 15: Transfer Application

Charter School Transfer Application & Process

Updated: October 2021

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Overview

Welcome to Pillsbury United Communities (PUC) Office of Public Charter Schools (OPCS). Thank you for your interest in our organization. We enthusiastically invite charter schools whose vision, mission and values align with that of PUC-OPCS to submit a transfer proposal. This document is designed to provide guidance in the development and review of transfer applications.

Pillsbury United Communities

Beginning in 1879 with Minneapolis’s first settlement house, Pillsbury United Communities (Pillsbury United) co-creates enduring change toward a just society. Built with and for historically marginalized and underinvested groups across our community, our united system of programs, neighborhood centers, and social enterprises connects more than 55,000 individuals and their families each year. We are guided by a vision of thriving communities where every person has personal, social, and economic power. As such, Pillsbury United views education as the cornerstone to building the strength of communities.

PUC Office of Public Charter Schools (PUC-OPCS)

The PUC-Office of Public Charter Schools (PUC-OPCS) has been a charter school authorizer since 2007, currently providing oversight to 18 chartered schools. Elementary to high schools, online schools, internship focused programs, and project-based learning models

are all represented in the portfolio of the PUC-OPCS. As an authorizer, Pillsbury United provides educational opportunities for approximately 9,000 students within Minnesota.

PUC-OPCS is charter school authorizer at the request of the communities served by Pillsbury United. PUC-OPCS intentionally authorizes schools that serve students who historically have not been served well in traditional district settings and who have endured chronic educational disparities for decades.

The PUC-OPCS Academic and Social Achievement Vision, Mission, and Values are:

Mission: PUC-OPCS authorizes and oversees charter schools that boldly engage and affirm all students in innovative, challenging, authentic, relevant and equitable learning opportunities.

Vision: Equitable communities where students realize their opportunities to excel academically and are socially responsible, self-sufficient and personally fulfilled.

Values: We are motivated by the success of the people we serve; We value open and honest communication; We work in partnership, collaboration and participate in peer review; We value diversity in all its forms; We strive towards continuous improvement; We value transparency; We understand that fiscal responsibility is required; We value quality board training and development.

Guidelines for Applicants

Description of Successful Application

Proposal will be checked for completeness to ensure all questions and requirements have been addressed and that all additional documents have been provided. Applications that are missing information, responses or documents may not be considered for further review.

Process and Decision Making:

1. To start the process of a school transfer, the school submits the Executive Summary (Section I) to PUC-OPCS. A complete Executive Summary follows the guidelines as outlined on page 9.

2. PUC-OPCS collaborates with the transfer school and the prior authorizer to determine an appropriate timeline for transfer that will not interrupt with school operations and student learning. PUC-OPCS will review the Executive Summary and contact the applicant to:

- Inform applicant of interest or capacity to accept transfers and/or;
- Request applicant orientation meeting and/or;
- Invite submission of Transfer Application.

3. The school submits the Transfer Application (Sections II-VII) to PUC-OPCS within the requested timeframe. A complete Transfer application follows the guidelines as outlined on pages 9-16. If additional information is warranted, PUC-OPCS will request supplementary documents.

4. PUC-OPCS conducts site visits of the potential transfer school. The site visit is completed by the Review Team. The site visit typically consists of the PUC-OPCS staff, outside individuals with particular areas of expertise and school directors from other PUC authorized schools. The site visit team goes to a school site for a 1-4 day period.

The potential transfer school will arrange the site visit in alignment with their schedule and philosophy, including but not limited to these components:

- Tour of the Facilities
- Interview with School Director
- Interview with Board Chair
- Interview with New Teacher and Veteran Teacher
- Interview with Parent Representative(s) Classroom Observations

Members of the site visit team interview the school leadership team, teachers, para-professionals, students, parents, community partners, and other stakeholders. Interviews take place in person, virtually or by phone. The team observes classrooms, hallways, activities in common areas, meetings that are not confidential in nature and arrival/ departure of buses.

1. School submits Executive Summary (August 15th)

2. PUC-OPCS invites school to apply and communicates with prior authorizer (August 31st)

3. School submits Transfer Application (October 15th)

4. Review Team conducts site visit(s) and interviews (October or November)

5. Review Team recommends approval or denial of transfer (November or December)

6. Advisory Council reviews recommendation (November, December or January)

7. Pillsbury United Communities Board of Directors final decision (December or January)

8. PUC-OPCS drafts the change in authorizer documentation for submission (February 1st)

Reviewers utilize review documents to assist in the evaluation including draft interview questions, surveys, and observation forms / rubrics. After the onsite review, the site visit team shares verbal and written feedback, thoughts and findings with PUC-OPCS.

The site visit team assess the overall health and performance of each charter school at the onsite review. Reviewers look for evidence of student progress and accomplishments; how teaching and classroom environments support learning; the types of instructional approaches include culturally affirming and relevant strategies; how the school engages families and community; and how it promotes a positive and healthy school culture.

PUC- OPCS combines the transfer application, information from the prior authorizer, and publicly accessible data on the school. All information is considered, collected, and included as part of the review of a transfer school.

5. A team of reviewers consisting of individuals from the PUC-OPCS, external reviewers, and the Advisory Council will review all information gathered. The Review Team will interview the applicant and if additional information is warranted it will be requested from the applicant.

6. The Review Team makes a recommendation regarding school transfer, the evaluation of which is captured through the Transfer School Evaluation Rubric.

The Review Team considers (but is not limited to) the following areas in the decision making:

- Demonstration of alignment with PUC-OPCS vision, mission, and values, including a commitment to culturally affirming and relevant education
- Past Review History from Previous Authorizer. PUC-OPCS requests at least 1 contract renewal report containing information regarding the schools' academic performance, financial performance, and governance performance, from the schools' current Authorizer.
- Financial Audits from the past 2 years, current lease, past history of balanced budgets, financial obligations in good standing, proper completion of all financial reporting.
- Communications with the current Authorizer regarding school performance and any related information to the reason for school's transfer.
- Communications with the school leadership, including the director and board of directors, regarding school performance (e.g., financial, academic, and governance) and reason for school transfer.

In order to recommend a school for transfer, PUC-OPCS must determine that a school has met or is making reasonable progress towards seeing students as assets, centering the needs of the whole child, meeting accepted standards of fiscal management, meeting governance and operations standards, and has not committed a material violation of its contract.

7. Recommendations from the Review Team will be presented to the Advisory Council for review and the Pillsbury United Communities Board of Directors for a final decision on the school transfer.

8. PUC-OPCS drafts the change in authorizer documentation in tandem with the charter school. PUC-OPCS submits the change in authorizer application to the Minnesota Department of Education in accordance with State Statute and associated timelines. An approved school transfer is the equivalent of a Charter School Contract. The school will be subject to a quality school review and contract renewal after the contract term under PUC-OPCS Authorization.

Application Key Definitions:

PUC-OPCS seeks to promote and support high-quality charter schools. PUC-OPCS defines high-quality charter schools as “relevant, responsive, and anti-racist.”

Relevant is defined as students seeing themselves, their culture and an accurate representation of their historical and current perspective reflected in the curriculum and the environment of their school community.

Responsive is defined as: understanding historic and present-day injustices and taking the necessary action at individual and system levels in order to promote a society where every student can thrive.

Anti-racism is defined as: “a belief or practice that recognizes pervasive racism in society, and actively combats racial prejudice and discrimination in order to promote racial justice and equality.”¹

Application Scoring:

For each section, the score for each component will be averaged for the overall section rating. The rating guide below will be used to score each component as Of Concern (0), Approaching Expectations (0.5), Meets Expectations (1), or Exceeds Expectations (1.5). Each section rating will then roll-up to a final overall score for the application.

Please note that all written components of the application will be evaluated and any section that does not receive an overall score of “Meets Expectations” (at least 1.00) which will result in the application being sent back to the applicant for initial clarification. If the clarification does not “Meet Expectations” the application will then be denied.

RATING GUIDE	Of Concern (0)	Approaching Expectations (0.5)	Meets Expectations (1)	Exceeds Expectations (1.5)
	Response adequately addresses very few or no criteria. Clear lack of understanding of key concepts demonstrated; overall the weaknesses outweigh any strengths.	Response adequately addresses more than a few criteria, but not the minimum amount. Requires additional information to meet expectations; overall some strengths but also indicates important weaknesses.	Response addresses the minimum requirements for all criteria. Clear understanding of key concepts demonstrated; overall the strengths outweigh any weaknesses.	Response exceeds the minimum requirements in many areas. Clear understanding key concepts demonstrated; mostly strengths overall and only minor or no weaknesses.

Application Components, Cover Sheet and Signature Page:

Please be sure to answer all questions and submit all requested documents from each section of the application beginning on page 9. These include:

- Section I. Executive Summary
- Section II. Student and Staff Report
- Section III. Mission, Strategy & Goals
- Section IV. Academics

¹ Definition from dictionary.com: <https://www.dictionary.com/browse/antiracism>

- Section V. Operations and Leadership
- Section VI. Governance
- Section VII. Financials

In addition, please be sure to submit a signed copy of the signature page (page 8) and a cover sheet with the following information:

Name of Charter Leader: [Click here to enter text.](#)

Name of Board Chair: [Click here to enter text.](#)

Charter School's Initial Opening Date: [Click here to enter a date.](#)

Current Operational Grades for the School: [Click here to enter text.](#)

Name of Contact Person for this Application: [Click here to enter text.](#)

Mailing Address, Telephone, and Email of Contact Person: [Click here to enter text.](#)

Name of Alternate Contact Person for this Application: [Click here to enter text.](#)

Mailing Address, Telephone, and Email of Alternate Contact Person: [Click here to enter text.](#)

Transfer Application – Signature Page

Board Chair

Signature _____ Date _____

Printed _____

Charter School Leader

Signature _____ Date _____

Printed _____

Section I: Executive Summary

The Executive Summary serves as a concise explanation of the transfer charter school and its performance over time. Please be sure to include the following items:

- a. Vision and Mission
 - Briefly state the vision and mission of the proposed school and how this connects to anti-bias and equity-focused education.
 - Provide a description of the unique, innovative, and culturally affirming elements of your school.

- b. Educational Plan
 - Grade levels served
 - Student body served, such as key demographic data, enrollment and attrition.
 - Size of the school including any known and future plans for growth.
 - A description of the key programmatic features of the school and their alignment to the school's and PUC-OPCS' mission, vision and values
 - A description of how the school is preparing students to thrive in the 21st century through the programs, opportunities and learning experiences
 - A description of features that extend beyond the traditional district educational setting, including but not limited to: community partnerships, experiential learning opportunities, wrap around support services, a non-traditional school year, longer school day, multiple campuses, internship opportunities, school culture, etc.

- c. Community
 - Evidence of how the community sees value in the existence of this school. This evidence may include, but is not limited to: family surveys, market analysis, family and community letters of support, etc.

Section II. Student and Staff Report

a. Complete the following including data for each year of your contract term. Multiple sites complete this form for each site. Add rows/ columns for additional grade levels served and school years.

	Two School Years Prior	Last School Year	Current School Year
Enrollment (by grade)			
PK			
K			
1 st			
2 nd			

(etc....) use applicable grades			
Gender			
Male			
Female			
Transgender			
Non-Binary			
Two Spirit			
Intersex			
Another Way: _____			
Prefer Not To Say			
Ethnicity/Race			
White (Non-Hispanic)			
Black/African-American			
Latino/Latine/Latinx/Hispanic			
Asian American/ Pacific Islander			
Native American/American Indian/Alaska Native/Indigenous			
Multi-racial			
Another Way: _____			

Specialized Populations			
Immigrant			
Refugee			
Student with IEPs			
English Language Learners (ELL)			
Students with Limited or Interrupted Formal Education (SLIFE)			
Homeless / Highly Mobile Students			
Eligible for Free and Reduced lunch			
# of in-school suspensions			
# of out-of-school suspensions			
# of students expelled			
Total # of teacher positions			
Total # of teachers of color and Indigenous teachers			
# of teachers returning to the school from the previous school year			
# of teacher hired due to growth in grade levels or enrollment			

Section III. Mission, Strategy & Goals

a. How does the charter school fit with Pillsbury United Communities mission, vision and values for authorizing charter schools? Complete the below table for any applicable alignment, describing the school's alignment with each PUC-OPCS item in a few sentences.

PUC- OPCS Vision, Mission & Values	School Vision & Practice Indicators
Vision	
Equitable Communities	
Social Awareness and Responsibility	
Relevant and Culturally Affirming Academics	
Personal Fulfillment	
Mission	
Innovative Education Strategies	
Culturally Affirming	
Authenticity	
Future Focused	
Relevance and Responsiveness	
Values	
Motivated by success of people we serve	
Open and honest communication	

Collaboration	
Transparency	
Diversity, Equity and Inclusion	
Continuous Improvement	
Fiscal Responsibility	
Quality Board Training and Development	

b. Please describe programs and activities that support the mission (e.g. community partnerships, parent programs, after school and extracurricular activities). How have these programs helped the school realize its mission? Include specific examples.

c. How does the charter school legitimately engage with families to support student learning and participate in the school community? Provide an example. Multisite, note differences between sites.

d. How does the school benefit the community of the children being served? Provide an example.

e. DOCUMENT REQUEST - Mission, Strategy & Goals

- School Mission and Vision Statement
- Annual Reports from all years in the contract term
- Most recent summative evaluation from current authorizer

Section IV. Academics

- a. Provide a description of the document(s) and process that are used to link classroom practices with that of state standards (e.g. sample curriculum map, scope and sequencing document, pacing guides). Multisite, please provide a description for each site. In addition, please describe academic opportunities for accelerated learners and how the educational program is differentiated based on student needs.
- b. Provide a list of educational programs used to support the implementation of the curriculum. Multisite, provide information regarding each site. Discuss how the curriculum and programs are culturally relevant to the students served, and assessed for relevancy on a regular basis.
- c. Describe which internal assessments your school utilizes and the month(s) they are administered. Also, please describe how these internal assessments are reviewed to center student needs as well as promote high expectations

and growth.

- d. Describe how the school family engagement model empowers parents and families to support student learning.
- e. Describe educational opportunities that are experiential or provide students with extracurricular opportunities to receive out-of-class learning.
- f. Describe how the school provides opportunities to develop the skills/knowledge/attitudes to navigate oppressive systems and institutions in the 21st Century.
- g. Describe the academic and non-academic goals established in the charter contract with the prior authorizer. Include other board approved academic goals if applicable. How is the school measuring progress towards achieving these goals? Provide the results of each goal to date.
- h. DOCUMENT REQUEST- Academics
 - Sample lesson plans from various grades and subject areas
 - List of teacher names, assignments

Section V. Operations and Leadership

- a. Describe the distribution of tasks and responsibilities. How does this distribution ensure compliance with state statute and improve learning for every student?
- b. Describe how the school develops and maintains community partnerships to support the needs of the whole child.
- c. Describe how the school culture is relevant and responsive to students' cultures and identities. Include information about any training provided to staff to facilitate the development of these skills.
- d. Describe how the school is providing professional learning opportunities in anti-bias, anti-racism or equity to all school staff.
- e. Describe how the school recruits, trains and retains teachers of color.
- f. Does the school contract out any of the essential business functions (e.g., finances, student data management, human resources)? If yes, please list each contract and identify the area in which they are contracted. Multisite, please list and note any differences in business function.
- g. DOCUMENT REQUEST- Operations and Leadership
 - School admission policies
 - Student and staff handbooks
 - School calendar
 - School schedule (start time, class times, etc.)

Section VI. Governance

- a. Describe how the board monitors the school's academic performance and charter contract compliance. Multisite, please list each site and note how this is addressed across sites.
- b. How does the board intervene if the school is not meeting goals? Provide an example where the Board has intervened. Multisite, please note any differences in sites.
- c. What is the schedule the board has adopted for evaluating the school leader(s)? Multisite, please note any differences in sites.
- d. Describe how the Board engages in professional learning opportunities in anti-bias, anti-racism or equity.
- e. Describe the Board's recruitment strategies to have and retain members that reflect the students being served.
- f. DOCUMENT REQUEST- Governance
 - Signed letter of request for transfer from school board
 - Board roster
 - Board bylaws
 - Board conflict of interest statements

Section VII. Financial

- a. Describe how the school has implemented a balanced budget over time.
- b. Has the school experienced any financial challenges within the last three years? Does the school anticipate any upcoming financial challenges? If yes, please describe.
- c. Describe how the school has plans to invest resources towards student wellness (including but not limited to: mental health, extracurricular, physical health)
- d. DOCUMENT REQUEST- Financial
 - Current budget with actuals
 - Provide copies of the last two financial audits
 - Current lease

Transfer Application Review Rubric

This portion is filled out by the evaluators reviewing the application. No information is necessary from the charter school applicant.

School Name	
Reviewer Name	
Date	

Part I: Initial Application Review

Check to see if the following are included in the Transfer application. If something is missing, please indicate so below.

- Completed Cover Page
- Completed Signature Page
- Completed Executive Summary
- School Mission and Vision Statement
- Annual Reports from all years in the contract term
- Most recent summative evaluation from current authorizer
- Sample lesson plans from various grades and subject areas
- List of teacher names, assignments
- School admission policies
- Student and staff handbooks
- School calendar
- School schedule (start time, class times, etc.)
- Signed letter of request for transfer from school board
- Board roster
- Board bylaws
- Board conflict of interest statements

- Current budget with actuals
- Provide copies of the last two financial audits
- Current lease

Documentation Submission Complete: Choose an item.

Additional Information Requested: Choose an item.

Additional Information Needed:

Part II. Application Rating Criteria

For each section, provide a score for each component as these will be averaged for the overall section rating. Use the below rating guide to score each component as Of Concern (0), Approaching Expectations (0.5), Meets Expectations (1), or Exceeds Expectations (1.5). Each section rating will then roll-up to a final overall score for the application. Please note that all written components of the application will be evaluated.

RATING GUIDE	Of Concern (0)	Approaching Expectations (0.5)	Meets Expectations (1)	Exceeds Expectations (1.5)
	Response adequately addresses very few or no criteria. Clear lack of understanding of key concepts demonstrated; overall the weaknesses outweigh any strengths.	Response adequately addresses more than a few criteria, but not the minimum amount. Requires additional information to meet expectations; overall some strengths but also indicates important weaknesses.	Response addresses the minimum requirements for all criteria. Clear understanding of key concepts demonstrated; overall the strengths outweigh any weaknesses.	Response exceeds the minimum requirements in many areas. Clear understanding key concepts demonstrated; mostly strengths overall and only minor or no weaknesses.

Part III. Application Scoring and Final Recommendation

a. Application Score Summary

Record individual Section Scores in the table below. Please note that if any section does not receive an overall “Meets Expectations” score of at least 1.00, the application will not be submitted to the PUC Board of Directors until satisfactory evidence can be provided in order to ensure that the section does receive a “Meets Expectations” score.

Section	Overall Section Rating (Average)
1. Section I: Executive Summary	
2. Section II. Student and Staff Report	
3. Section III. Mission, Strategy & Goals	
4. Section IV. Academics	
5. Section V. Operations and Leadership	
6. Section VI. Governance	
7. Section VII. Financial	
Subtotal <i>(Sum of all Section Rating Scores)</i>	
Total <i>(Subtotal divided by 7)</i>	

b. Application Score Analysis

Highlight the corresponding Rating with the Total Score calculated in subsection a.

RATING GUIDE	Of Concern	Approaching Expectations	Meets Expectations	Exceeds Expectations
	Total Score is 0.0-0.49	Total Score is 0.50-0.99	Total Score is 1.00-1.39	Total Score is 1.40- 1.50

c. Final Considerations and Overall Recommendation

Record overall Strengths and Areas of Concern exhibited in application. Note any Compliance or Legal Issues based on these items and Total Score from subsection b.

Strengths	
Areas of Concern	
Compliance/Legal Issues	

Overall Recommendation: Approve/Deny	
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Please Note: The recommendation does not indicate an approval or denial decision. The Pillsbury United Communities Board of Directors makes the final decision to approve or disapprove a Transfer Application.

Part IV. Application Rating Criteria

For each section below, please provide a rating for each component that will be averaged for the overall section rating. The Rating Guide can be found on the bottom of each page and on page 19. Once the Overall Section Rating has been calculated, please be sure to note this in the chart in Part III, subsection a. Once this is completed, please note Strengths and Areas of Concern for the section overall.

1. Executive Summary		Overall Section Rating:			
Section Component	Section Criteria	Of Concern (0)	Approaches Expectations (0.5)	Meets Expectations (1)	Exceeds Expectations (1.5)
1a. Vision and Mission	<ul style="list-style-type: none"> Applicant states the vision and mission of the proposed school (including how this connects to anti-bias and equity-focused education) and describes the unique, innovative, and culturally affirming elements of the school 				
1b. Educational Plan	<ul style="list-style-type: none"> Applicant provides all information required in the Educational Plan (Grade levels served, Student body served, etc.) 				
1c. Community	<ul style="list-style-type: none"> Applicant describes how the community sees value in the existence of this school 				

Subtotal <i>(Add up all Points achieved in this section)</i>	
Overall Section Rating <i>(Subtotal Divided by 3)</i>	
Strengths (1-3 sentences)	
Areas of Concern (1-3 sentences)	

2. Student and Staff Report		Overall Section Rating:			
Section Component	Section Criteria	Of Concern (0)	Approaches Expectations (0.5)	Meets Expectations (1)	Exceeds Expectations (1.5)
2a. Student and Staff Data	▪ Applicant provides all data requested. <i>Please note there is no "Exceeding Expectations" for this section.</i>				N/A
Subtotal <i>(Add up all Points achieved in this section)</i>					
Overall Section Rating <i>(Subtotal Divided by 1)</i>					
Strengths (1-3 sentences)					

Areas of Concern (1-3 sentences)	
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3. Mission, Strategy & Goals		Overall Section Rating:			
Section Component	Section Criteria	Of Concern (0)	Approaches Expectations (0.5)	Meets Expectations (1)	Exceeds Expectations (1.5)
3a. Mission, Vision and Values Alignment	<ul style="list-style-type: none"> Applicant describes how the charter school fit with Pillsbury United Communities mission, vision and values for authorizing charter schools by filling out all parts of the table 				
3b. Programs and Activities Supporting School Mission	<ul style="list-style-type: none"> Applicant describes programs and activities that support the mission (e.g. community partnerships, parent programs, after school and extracurricular activities) and how these programs helped the school realize its mission. 				
3c. Family Engagement	<ul style="list-style-type: none"> Applicant explains how the school legitimately engages with families to support student learning and participate in the school community. If multisite, differences in sites are noted. 				
3d. Community Benefit	<ul style="list-style-type: none"> Applicants describes how the school benefits the community of the children being served. 				
Subtotal <i>(Add up all Points achieved in this section)</i>					
Overall Section Rating <i>(Subtotal Divided by 4)</i>					

Strengths (1-3 sentences)	
Areas of Concern (1-3 sentences)	

4. Academics		Overall Section Rating:			
Section Component	Section Criteria	Of Concern (0)	Approaches Expectations (0.5)	Meets Expectations (1)	Exceeds Expectations (1.5)
5a. State Standards	<ul style="list-style-type: none"> Applicant provides a description of the document(s) and process that are used to link classroom practices with that of state standards (e.g. sample curriculum map, scope and sequencing document, pacing guides). If Multisite, applicant provides a description for each site. In addition, applicant describe academic opportunities for accelerated learners and how the educational program is differentiated based on student needs. 				
5b. Educational Programs	<ul style="list-style-type: none"> Applicant provides a list of educational programs used to support the implementation of the curriculum. If multisite, applicant provides information regarding each site. Applicant also discusses how the curriculum and programs are culturally relevant to the students served, and assessed for relevancy on a regular basis. 				
5c. Internal Assessments	<ul style="list-style-type: none"> Applicant describes which internal assessments the school utilizes and the month(s) they are administered and describes 				

	how these internal assessments are reviewed to center student needs as well as promote high expectations and growth.				
5d. Family Engagement	<ul style="list-style-type: none"> Applicant describes how the school family engagement model empowers parents and families to support student learning. 				
5e. Educational Opportunities	<ul style="list-style-type: none"> Applicant describes the educational opportunities that are experiential or provide students with extracurricular opportunities to receive out-of-class learning. 				
5f. 21 st Century Skills	<ul style="list-style-type: none"> Applicant describes how the school provides opportunities to develop the skills/knowledge/attitudes to navigate oppressive systems and institutions in the 21st Century. 				
5g. Academic and Non-Academic Goals	<ul style="list-style-type: none"> Applicant describes the academic and non-academic goals established in the charter contract with the prior authorizer (including other board approved academic goals if applicable) and describes how the school is measuring progress towards achieving these goals (including providing results of each goal to date) 				
Subtotal					
<i>(Add up all Points achieved in this section)</i>					
Overall Section Rating					
<i>(Subtotal Divided by 7)</i>					
Strengths (1-3 sentences)					
Areas of Concern (1-3 sentences)					

5. Operations and Leadership		Overall Section Rating:			
Section Component	Section Criteria	Of Concern (0)	Approaches Expectations (0.5)	Meets Expectations (1)	Exceeds Expectations (1.5)
		5a. Distribution of Tasks and Responsibilities	<ul style="list-style-type: none"> Applicant describes the distribution of tasks and responsibilities and how this distribution ensures compliance with state statute and improves learning for every student 		
5b. Community Partnerships	<ul style="list-style-type: none"> Applicant describes how the school develops and maintains community partnerships to support the needs of the whole child. 				
5c. School Culture	<ul style="list-style-type: none"> Applicant describes how the school culture is relevant and responsive to students' cultures and identities and includes information about any training provided to staff to facilitate the development of these skills. 				
5d. Professional Learning Opportunities	<ul style="list-style-type: none"> Applicant describes how the school is providing professional learning opportunities in anti-bias, anti-racism or equity to all school staff. 				
5e. Support for Teachers of Color	<ul style="list-style-type: none"> Applicant describes how the school recruits, trains and retains teachers of color. 				
5f. Outside Vendor Contracts	<ul style="list-style-type: none"> (If applicable) Applicant lists and describes all contracts with outside vendors for any essential business functions (e.g., finances, student data management, human resources). If multisite, applicant list and note any differences in business function. 				
Subtotal (Add up all Points achieved in this section)					
Overall Section Rating (Subtotal Divided by 6 if 5f is Applicable; If not, Subtotal is Divided by 5)					

Strengths (1-3 sentences)	
Areas of Concern (1-3 sentences)	

6. Board		Overall Section Rating:			
Section Component	Section Criteria	Of Concern (0)	Approaches Expectations (0.5)	Meets Expectations (1)	Exceeds Expectations (1.5)
		6a. Board Monitoring Academic Progress	<ul style="list-style-type: none"> Applicant describes how the board monitors the school's academic performance and charter contract compliance. If multisite, differences in sites are noted. 		
6b. Board Intervention	<ul style="list-style-type: none"> Applicant describes how the board intervenes if the school is not meeting goals and provides an example where the Board has intervened. If multisite, differences in sites are noted. 				
6c. Evaluating School Leader(s)	<ul style="list-style-type: none"> Applicant provides the schedule the board has adopted for evaluating the school leader(s). If multisite, differences in sites are noted. 				
6d. Professional Learning Opportunities	<ul style="list-style-type: none"> Applicant describes how the Board engages in professional learning opportunities in anti-bias, anti-racism or equity. 				

6e. Recruitment	<ul style="list-style-type: none"> Applicant describes the Board's recruitment strategies to have and retain members that reflect the students being served. 				
Subtotal (Add up all Points achieved in this section)					
Overall Section Rating (Subtotal Divided by 5)					
Strengths (1-3 sentences)					
Areas of Concern (1-3 sentences)					

7. Finances		Overall Section Rating:			
Section Component	Section Criteria	Of Concern (0)	Approaches Expectations (0.5)	Meets Expectations (1)	Exceeds Expectations (1.5)
7a. Balanced Budget	<ul style="list-style-type: none"> Applicant describes how the school has implemented a balanced budget over time. 				
7b. Financial Stability	<ul style="list-style-type: none"> Applicant describes if the school has experienced any financial challenges within the last three years and if the school is anticipating any upcoming financial challenges. 				
7c. Investing Resources in Student Wellness	<ul style="list-style-type: none"> Applicant describes how the school has plans to invest resources towards student wellness (including but not limited to: mental health, extracurricular, physical health) 				
Subtotal (Add up all Points achieved in this section)					

		Overall Section Rating (Subtotal Divided by 3)
Strengths (1-3 sentences)		
Areas of Concern (1-3 sentences)		

(Optional) Part V. Application Supplemental Information Request

Applicants may be requested to provide supplemental information in a meeting or document submission format. Any supplemental information provided prior to decision-making will be considered as part of the application.

Information Requested: Click here to enter text.	
Choose an item.	Supplemental Information Addressed Questions/ Concerns: Click here to enter text.

