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Louisiana Charter Application for the 2020 Application Cycle

John White

State Superintendent of Education

Approved by BESE: December 11, 2019

Everything You Need to Know to Complete a Louisiana Charter Application

Application Eligibility

- Any organization or individual may become eligible to submit a Louisiana charter application by meeting specific eligibility requirements.
- The Department has published on its website a set of [common eligibility requirements](#) that all applicants must complete. Local school boards may elect to impose additional eligibility requirements.
- Local school boards must publish any additional eligibility requirements to their websites no later than Friday, January 10, 2020.

To which board(s) should I submit my application?

- Local school boards and the state Board of Elementary and Secondary Education (BESE) all have the authority to approve charter schools. To submit an application to BESE, applicants must fall into one of the specific categories of eligibility listed in [Bulletin 126](#) Chapter 5: Application and Approval Process for BESE-Authorized Charter Schools.
- Applicants may submit charter applications to one authorizer or to multiple authorizers. Applicants may submit the same application to multiple authorizers or may craft a distinct application to submit to each authorizer. All documents required as part of an application to BESE are required for applications to local school boards. The Department has compiled a comprehensive set of resources that highlight differences between the relationships that charter schools have with each type of authorizer. These resources can be found in the Department's online [Toolbox](#).

Are there any special considerations I should be aware of as I complete my application?

There are several special considerations that may or may not apply to applicant groups:

- Applicants may submit a proposal for a growth plan to open multiple schools. Local school boards and BESE both have the authority to grant an applicant approval to open all or some of the schools in their growth plan. There are specific, clearly identified application questions that pertain to applicants who submit a proposal to open multiple schools.
- Applicants may submit a proposal to open a charter school with a specialized focus. A charter school with a specialized focus is a school with a particular mission and vision, such as a performance arts school or language immersion school, which provides students a school model that may not be traditionally available.
- Applicants may submit a proposal to open a charter school in partnership with a corporate partner. Corporate partners must commit to make a significant donation to the school. If a local school board or BESE authorizes the plan, the charter organization will be able to reserve up to 50% of seats in the charter school for permanent employees of the corporate partner. The Department's website has a more thorough overview of corporate partnerships [here](#).

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- Applicants may submit a proposal for a virtual charter school. A virtual charter school (sometimes called an online charter school) serves students primarily through online instruction as opposed to in-person instruction. There are additional questions in the common charter application that are required *only* for virtual charter school applicants.
- Applicants may submit a proposal for an alternative charter school. Alternative schools address student behavior, dropout prevention, dropout recovery, and/or credit recovery through alternative educational placements; serve students self-selecting due to extenuating personal circumstances; and do not exist only for students who are academically advanced, gifted, talented, or pursuing specific areas of study (arts, engineering, medical, technical, etc.). Alternative education schools must be approved by BESE in order to be considered an alternative school. For details on the timeline and process for BESE approval as an alternative school, please review the “Alternative Designation” tab of the [new operator](#) or [experienced Louisiana operator](#) overview template.

Which set of questions should I complete?

- There are two sets of questions – one set for new operators in Louisiana and another set for experienced Louisiana operators.
- If your **non-profit** does not currently operate a charter school in Louisiana, please answer the new operator questions and use the [new operator](#) overview template.
- If your **non-profit** currently operates one or more charter schools in Louisiana, please answer the experienced Louisiana operator questions and use the [experienced Louisiana operator](#) overview template.
- If you plan to use an Educational Service Provider (ESP)¹, please make sure to answer the questions in the “Educational Service Provider” section of the application.
- **Organizations that have questions about which application or questions they should complete should email Andrew.Shachat@la.gov.**
- Local school boards may elect to ask additional questions above and beyond the questions included in the common charter application. Additional questions must be published to an authorizer’s website no later than Friday, January 10, 2020.

Do I need to identify a school leader?

- New operators and experienced Louisiana operators that have not yet operated two schools for at least three years each must identify a school leader in their application for all schools proposed to open in the fall of 2021.

¹ An Educational Service Provider (ESP) is any third-party entity, whether non-profit or for-profit, that provides comprehensive education management services to a school via contract with the school’s governing board.

When is the application due? What other dates do I need to know?

- The common application that all applicants must complete will be released by BESE on December 13, 2019, and is due on March 6, 2020. Local school boards can request additional information from applicants if they post that information to their websites no later than January 10, 2020.
- Local school boards must consider applications that they receive on or before June 12, 2020. Local school board applicants may elect to appeal to BESE if a local school board rejects their proposal, does not consider it on or before June 12, 2020, or authorizes an applicant to open a school but imposes conditions that the applicant finds unacceptable.
- The table below summarizes key application process dates. After an applicant submits an application to a local school board or BESE, the relevant authorizer will provide a more detailed timeline pertaining to that particular process.

2020 Charter Applicant Timeline

Date	Relevant Applicants	Activity
Friday, December 13	All applicants	Department releases common application and Toolbox with application resources.
Friday, January 10	Local school board applicants	Local school boards publish charter application information to their websites, including additional eligibility requirements and additions to the common application if applicable.
Friday, February 7	State Applicants	If applicable, applicants applying directly to BESE notify BESE of their intent to apply for a charter school by emailing Andrew.Shachat@la.gov .
Friday, March 6	All applicants	Charter applications are due, inclusive of the following five components: the overview template (new operator or experienced Louisiana operator), answers to all applicable application questions, the finances template , a completed eligibility form , and background checks . Incomplete applications may not be reviewed for approval
Friday, March 20	Local school board applicants	Local school boards notify the Department of local applications received by emailing Andrew.Shachat@la.gov .
Friday, June 12	Local school board applicants	Deadline for local school boards to consider applications.
Wednesday, June 17	Local school board applicants	If applicable, local school board applicants notify BESE of their intent to appeal a local school board decision and

		appeal as a Type 2 charter school by emailing Andrew.Shachat@la.gov .
Friday, June 19	Local school board applicants	Deadline for local school board applicants to appeal to BESE.
Ongoing	State & appeals applicants	BESE considers applications.

How do I submit my proposal?

- Local school boards and BESE utilize their own submission systems.
- No later than Friday, January 10, 2020 local school boards must post on their websites the instructions for submitting a charter proposal.
- To submit a charter proposal to BESE, please email Andrew.Shachat@la.gov for instructions on submitting a charter proposal.

What resources are available to help me develop a proposal?

- The Department has compiled a comprehensive set of resources in an online [Toolbox](#) that you can find on the Department’s website. The Toolbox is designed to help you determine whether you should apply for a charter school and which needs your charter school can meet.

How will my proposal be evaluated?

- Local school boards and BESE will provide for an independent review of all charter applications they receive. **The rubric used by the independent evaluators hired by BESE to evaluate Type 2, 4, and 5 charter school applications can be found [here](#).**
- Local school boards and BESE may choose to include multiple components in their charter application process. For example, authorizers may choose to request a second submission or an interview. Local school boards must post a description of the review process to their websites no later than January 10, 2020.
- All applicants will have the opportunity to write a response to a draft recommendation from the independent reviewer and to speak at a public meeting prior to an authorizer’s consideration of their application.
- Authorizers are not required to agree with the recommendation submitted by the independent reviewer that they hire. For applications submitted to the Board of Elementary and Secondary Education, for example, the state superintendent exercises discretion in making recommendations to BESE.

Who should I contact with questions?

- No later than Friday, January 10, 2020, local school boards must post to their websites the contact information for a primary contact for charter school application questions.

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- Andrew Shachat is the primary charter application process contact for the Louisiana Department of Education. He can be reached via email at Andrew.Shachat@la.gov.

New Operator Application

If you are a new operator, no later than 5:00 pm CT on Friday, March 6th, you should submit five documents to each authorizer to which you are applying: a [new operator overview template](#), a completed application, a [finances template](#), an [eligibility form](#), and background checks that meet the [background check guidelines](#). Applications that do not include completed documents may not be reviewed for approval.

Follow the links above to find the hyper-linked forms and guidelines. Keep in mind that local school boards may collect additional information above and beyond the information in these hyperlinked forms and the questions included below as part of the application. All additional information should be clearly indicated on each local school board website no later than January 10, 2020.

Applications should include only the information requested below, saved in a single PDF file. Please clearly label each section of your application with headings that match the headings of the application sections. Applications should be no more than 50 pages, excluding the requested Appendices, which should be no more than 200 pages. There are no page limits for individual sections except for the Executive Summary.

The overview template and finances template should both be submitted as excel files. All background checks should be submitted as a single PDF file. The eligibility form should be submitted as a PDF file as well.

The purpose of this application is to assess the readiness of charter applicants to produce high-quality student outcomes that meet, if not exceed, the expectations that charter schools must achieve to remain in operation.

Board and school leadership plays a fundamental role in the success of any new charter school. This application process in its entirety is an assessment of the strategic thinking of the board and school leadership, including school staff and partners to whom the school leader will delegate responsibilities in the operation of the school.

Executive Summary

Provide a two-page overview of your proposed school that includes the following:

- (1) A mission statement that explains the fundamental purpose of the proposed school and why it would exist.
- (2) A vision statement that outlines what successes will look like in the long term, and how your school will get there.
- (3) A description of the students and community the proposed school plans to serve, and why the proposed school would be important to the community in which you are proposing to serve.

Students

- (1) Demonstrate by using data that the student population that you wish to serve exists.
- (2) Describe your recruitment strategy and provide your recruitment plan. Provide any evidence that you have collected that demonstrates that parents and guardians have committed to enrolling their children in your school. You may provide evidence in Appendix A. Appendix A will not count against the page limit.
- (3) Describe your enrollment process, including how parents will apply to your school, how the school will review applications, and how the school will run a lottery in the event that it is necessary.

Academics

- (1) Explain how your school will set and measure progress towards student performance goals for core content subject areas (English Language Arts, Math, Science, and Social Studies). Include your plan to gather the baseline data necessary to establish these goals. If your school has a specialized focus², additionally describe student performance goals for that specialized focus.
- (2) For core content subject areas and subjects related to your specialized focus (if applicable):
 - (a) Identify the curricula that your school will use and your reasons for these choices;
 - (b) Identify the interim assessments that your school will use and how these align to the curricula; and
 - (c) Describe your professional development plan for teachers and how this plan is linked to the curricula and assessments.
- (3) Describe how teachers will collaborate around academics and the needs of individual students at your school.
- (4) What interventions will be in place for students who are not yet at grade level?
- (5) How will core content teachers set academic goals for their students that are connected to the overall school goals?
- (6) How will the school identify teachers that may need additional supports? What supports will the school provide to those teachers?
- (7) *[If applicable]* If your school has a specialized focus³, describe the structures, policies, and research-based practices of your specialized focus that will help students achieve the goals the school has set for them.
- (8) *[Applicable to applicants proposing to serve grades 9-12]* Provide an example of a daily schedule for a student attending your school as well as your school's academic calendar.
- (9) *[Applicable to applicants proposing to serve grades 9-12]* What diploma pathways will be offered? What Jump Start pathways will be available? What Industry-Based Credentials will students earn?

Special Student Populations

- (1) Describe your plan to identify, evaluate, and serve Students with Disabilities. Include your staffing plan for serving Students with Disabilities.
- (2) Will the curricula proposed in Academics Question (2)(a) be used to instruct and support Students with Disabilities? If not, please describe the curricula used.
- (3) Describe your plan to identify, evaluate, and serve English Learners. Include your staffing plan for serving English Learners.
- (4) Will the curricula proposed in Academics Question (2)(a) be used to instruct and support English Learners? If not, please describe the curricula used.

School Staff

- (1) Provide an organizational chart.

² See page 2 of the Common Charter Application for a detailed explanation of what constitutes a school with a specialized focus.

³ See page 2 of the Common Charter Application for a detailed explanation of what constitutes a school with a specialized focus.

- (2) Include job descriptions that summarize the scope of work for all staff on the school leadership team.
- (3) Describe your teacher and administrator recruitment strategy.
- (4) Describe your plan for ensuring that all staff who work with children, including third-party contracted staff, will have appropriate background checks before working with children.

Culture

- (1) Describe the culture that you envision for your school and the practices that will foster and maintain that culture. Additionally, describe the behavior expectations of your school as well as the practices that will foster and uphold those expectations.

Partner Organizations for Schools with a Specialized Focus [if applicable]

- (1) *[Applicable only to groups with a specialized focus using a partner organization]* If your school has a specialized focus⁴ and is using a partner organization⁵ to assist in the implementation of that specialized focus, please identify the partner organization(s) your school will work with and describe the terms and expectations of your partnership(s).

Board Readiness

- (1) Describe the roles necessary on the board, the responsibilities that align with each role, and identify who will play that role on the board. As Appendix B, provide a one-page resume for each of your identified board members. One-page resumes will not count towards the page limit.
- (2) Describe how the board will monitor the school's overall performance.
- (3) Describe the steps the board will take to evaluate the school leader. Specifically, describe:
 - The information the board will collect;
 - The systems by which the board will collect information;
 - The standards - including and in addition to student performance goals- the board will use to evaluate information it collects; and,
 - The process by which the board will evaluate information and make decisions.
- (4) Describe the process by which your board identifies potential conflicts of interest before making decisions.
- (5) Describe the process by which you will train your board including the organizations used (if applicable) and the topics the board will be trained on.

⁴ See page 2 of the Common Charter Application for a detailed explanation of what constitutes a school with a specialized focus.

⁵ The partner organization, if applicable, should play a significant role in how the school will achieve the specialized focus of the school's mission.

**Financial
Readiness**

- (1) Do you plan to use a financial manager or a back-office service provider? If the entity that will provide your financial services has been chosen, please provide its name. If that entity is an individual financial manager, please provide his / her one-page resume as Appendix C.
- (2) To whom will your financial manager or back-office service provider report to? How will that person or group assess the performance of the financial manager or back-office service provider?
- (3) Describe your approach to budgeting, including an explanation of your approach to cutting costs if faced (as schools so often are) with a budget shortfall.
- (4) Describe the accounting and control systems you will install, including essential checks, balances, and segregation of duties. Please indicate how a culture of proper financial controls and reporting will become an essential component of your organizational culture.

**Educational
Services
Provider
(ESP) [If
applicable]**

[Applicable only to groups using an Educational Service Provider (ESP). For more details on ESPs, consult page 2 of the common charter application.]

- (1) If your non-profit plans to use an Educational Service Provider (ESP), please provide as an additional appendix a copy of the ESP contract that your non-profit board will sign with the ESP that you have selected. Additionally, please provide an independent audit of the ESP as part of that additional appendix.
- (2) If your non-profit plans to use an ESP, please fill out the ESP tab of the overview template. Please provide a brief accompanying narrative that describes the ESP's success educating a similar demographic population to the population you intend to educate in your new school.

In addition, describe the causes that led to and the current status of:

- (a) Any performance deficiencies or compliance violations from a school managed by the ESP that have led to authorizer intervention;
- (b) Any litigation involving the ESP or operated by the ESP; and
- (c) Any material audit findings for a school operated by the ESP.

**Returning
Applicant
Groups [If
applicable]**

Applicant groups that have submitted charter applications previously are required to complete this section

- (1) *[If applicable]* Describe the activities that your founding team has conducted since your last application to improve your readiness to start a charter school. Additionally, describe any changes to board leadership or school leadership since your most recent application.

**School
Leadership
Team
Capacity**

Note that this portion of the application should not refer to the experiences of an Educational Service Provider or another company (such as a back-office service provider) that will provide services to the school. All responses in this section must speak specifically to the proposed school leadership team that will be employees of the proposed school and oversee the academics and operation of the proposed school.

- (1) Provide (as part of Appendix B) the resume for every member of the proposed school leadership team. These should only be the senior most individuals responsible for the

academic, organizational, and financial operations of the school who report either directly to the board or the school leader.

- (2) Describe the school(s) and/or academic program(s) for which the proposed school leadership team has been responsible. Describe their leadership role(s) and primary responsibilities at the relevant school(s) and/or academic program(s). The response should describe, using data where possible, the impact that these individuals had on their school(s) and/or academic program(s).
- (3) Describe relevant leadership positions that the proposed school leadership team has held in which they were responsible for the operations and/or finances of program(s) and/or organization(s). Describe the leadership roles that were held and primary responsibilities for the relevant program(s) and/or organization(s). The summary should describe the impact that these responsibilities had on the success of the relevant entities.
- (4) Provide multiple years of student academic performance data under the proposed school's leadership team. This data must include, but is not limited to, proficiency and growth on state and national standardized tests (where available), and data on graduation rates and growth for applicants proposing to serve high schools.
- (5) Provide data or evidence that speaks to the organizational and/or financial viability of the program(s) and/or organization(s) for which members of the proposed school leadership team were responsible as a leader.

**Virtual
School
Supplement
[if applicable]**

Virtual Charter Schools have a unique educational model that often does not mirror the model and expectations of a traditional "brick and mortar" charter school. As such, there are additional questions specific to how the virtual school model will be executed. In addition to your responses below, you may submit supporting documentation in the form of an additional appendix to the application. Both the response to the Virtual School Supplement and any related appendix will not count against the application page limit.

- (1) Describe your plan for orienting new students and parents (both at the beginning of the year and any time during the school year that a student enrolls) to your online charter school. What expectations will you set for them, and how will you communicate these expectations? How will you ensure they transition smoothly to your online environment?
- (2) What expectations will you set for student and teacher participation and interaction, and how will they be communicated? What systems will be in place to monitor student attendance and participation? How will your school differentiate and measure expectations for student attendance, student engagement, and truancy? What interventions will you develop in response to students who fall short of these expectations?
- (3) How will you ensure that students and families have adequate access to all of the technology necessary to actively engage with the online curriculum? How will you provide technical assistance to students and families? Additionally, how will you ensure that the loss of instructional time will be minimized in the event of unforeseen technical difficulties?
- (4) What kinds of in-person services will your school offer? When and under what circumstances will students be able to access in-person instruction and services? When and under what circumstances will parents be able to speak in-person to a teacher or staff member?

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- (5) Describe the system by which struggling students will receive in-person instruction, including the location for providing these services, the transportation services that will be available, and a plan for evaluating struggling students.

Experienced Louisiana Operator Application

If you are an experienced Louisiana operator, no later than 5:00 pm CT on Friday, March 6th, you should submit five sets of documents to each authorizer to which you are applying: an [experienced Louisiana operator overview template](#), a completed application, a [finances template](#), an [eligibility form](#), and background checks [that meet the background check guidelines](#). Applications that do not include completed documents may not be reviewed for approval.

Follow the links to find the hyper-linked forms and guidelines above. Keep in mind that local school boards may collect additional information above and beyond the information in these hyperlinked forms and the questions included below as part of the application. All additional information should be clearly indicated on each local school board website no later than January 10, 2020.

Applications should include only the information requested below, saved in a single PDF file. Please clearly label each section of your application with headings that match the headings of the application sections. Applications should be no more than 40 pages, excluding the requested Appendices, which should be no more than 200 pages. There are no page limits for individual sections except for the Executive Summary.

The overview template and finances template should both be submitted as excel files. All background checks should be submitted as a single PDF file. The eligibility form should be submitted as a PDF file as well.

The purpose of this application is to assess the readiness of charter applicants to produce high-quality student outcomes that meet, if not exceed, the expectations that charter schools must achieve to remain in operation.

Executive Summary

Provide a two-page overview of your proposed network, including:

- (1) The mission and vision of the proposed school(s);
- (2) The outcomes you will achieve;
- (3) The key components of your scale strategy; and
- (4) Your approach to mitigating the treats most likely to hinder your success.

Past School Performance

In your overview template, you provided performance data on the schools your organization currently operates or has previously operated. Please provide a brief accompanying narrative that describes your organization's success educating a similar demographic population to the population you intend to educate in your new school(s). Please note that the charter authorizer(s) to which you applied or the Department may contact your other authorizers.

In addition, describe the causes that led to and the current status of:

- (a) Any performance deficiencies or compliance violations that have led to authorizer intervention;
- (b) Any litigation involving your organization or a school that you operate; and
- (c) Any material audit findings for your organization or a school that you operate.

Academics

- (1) Explain how your school will set and measure progress towards student performance goals for core content subject areas (English Language Arts, Math, Science, and Social Studies). Include your plan to gather the baseline data necessary to establish these goals. If your school has a specialized focus⁶, additionally describe student performance goals for that specialized focus.
- (2) For core content subject areas and subjects related to your specialized focus (if applicable):
 - (a) Identify the curricula that your school will use and your reasons for these choices;
 - (b) Identify the interim assessments that your school will use and how these align to the curricula; and
 - (c) Describe your professional development plan for teachers and how this plan is linked to the curricula and assessments.
- (3) Describe how teachers will collaborate around academics and the needs of individual students at your school.
- (4) What interventions will be in place for students who are not yet at grade level?
- (5) How will core content teachers set academic goals for their students that are connected to the overall school goals?
- (6) How will the school identify teachers that may need additional supports? What supports will the school provide to those teachers?
- (7) *[If applicable]* If your school has a specialized focus⁷, describe the structures, policies, and research-based practices of your specialized focus that will help students achieve the goals the school has set for them.
- (8) *[Applicable to applicants proposing to serve grades 9-12]* Provide an example of a daily schedule for a student attending your school as well as your school's academic calendar.
- (9) *[Applicable to applicants proposing to serve grades 9-12]* What diploma pathways will be offered? What Jump Start pathways will be available? What Industry-Based Credentials will students earn?

Growth Plan

- (1) Describe the demographics of the student population that your proposed school(s) will serve. Identify the needs of your intended student population.
- (2) *[Applicable to groups applying for multiple sites]*. Describe the number of schools that you plan to open in Louisiana every year for at least the next five years, the communities in which you plan to open those schools, the year in which each school will open and where, and how the organization will adapt to meet changing community needs. If your network operates multiple models and/or grade bands, identify the models and/or grade bands that you will open in each location.

⁶ See page 2 of the Common Charter Application for a detailed explanation of what constitutes a school with a specialized focus.

⁷ See page 2 of the Common Charter Application for a detailed explanation of what constitutes a school with a specialized focus.

Scale Strategy & Risk Mitigation

[This section does not apply to Louisiana-based operators that run multiple schools and are only applying to operate one or two additional new schools]

- (1) Describe the steps that you will take to scale your model to new sites, including the people involved and the resources contributed both by the parent organization, major service providers, and the new school(s).
- (2) Identify the greatest new threats to your success and the steps you will take to minimize the possibility that the threats you identified will prevent you from achieving your targeted outcomes.

Board Readiness

- (1) Describe the roles necessary on the board, the responsibilities that align with each role, and identify who will play that role on the board. As Appendix A, provide a one-page resume for each of your identified board members. One-page resumes will not count towards the page limit.
- (2) Describe how the board will monitor the school's overall performance.
- (3) Describe the steps the board will take to evaluate the school leader. Specifically, describe:
 - The information the board will collect;
 - The systems by which the board will collect information;
 - The standards - including and in addition to student performance goals- the board will use to evaluate information it collects; and,
 - The process by which the board will evaluate information and make decisions.
- (4) Describe the process by which your board identifies potential conflicts of interest before making decisions.
- (5) Describe the process by which you will train your board including the organizations used (if applicable) and the topics the board will be trained on.
- (6) *[Applicable to groups applying to open a school in a region they do not currently operate in]* Describe your plan for obtaining regional board representation for your proposed school(s).

Financial Readiness

- (1) Do you plan to use a financial manager or a back-office service provider? If the entity that will provide your financial services has been chosen, please provide its name. If that entity is an individual financial manager, please provide his / her one-page resume as Appendix B.
- (2) To whom will your financial manager or back-office service provider report to? How will that person or group assess the performance of the financial manager or back-office service provider?
- (3) Describe your approach to budgeting, including an explanation of your approach to cutting costs if faced (as schools so often are) with a budget shortfall.
- (4) Describe the accounting and control systems you will install, including essential checks, balances, and segregation of duties. Please indicate how a culture of proper

financial controls and reporting will become an essential component of your organizational culture.

Educational Services Provider (ESP) [If applicable]

[Applicable only to groups using an Educational Service Provider (ESP). For more details on ESPs, consult page 2 of the common charter application.]

- (1) If your non-profit plans to use an Educational Service Provider (ESP), please provide as an additional appendix a copy of the ESP contract that your non-profit board will sign with the ESP that you have selected. Additionally, please provide an independent audit of the ESP as part of that additional appendix.
- (2) If your non-profit plans to use an ESP, please fill out the ESP tab of the overview template. Please provide a brief accompanying narrative that describes the ESP's success educating a similar demographic population to the population you intend to educate in your new school.

In addition, describe the causes that led to and the current status of:

- (a) Any performance deficiencies or compliance violations from a school managed by the ESP that have led to authorizer intervention;
- (b) Any litigation involving the ESP or operated by the ESP; and
- (c) Any material audit findings for a school operated by the ESP.

School Leadership Team Capacity [If applicable]

[Not applicable to experienced Louisiana operators that have operated two or more schools for at least three years each] Note that this portion of the application should not refer to the experiences of an Educational Service Provider or another company (such as a back-office service provider) that will provide services to the school. All responses in this section must speak specifically to the proposed school leadership team that will be employees of the proposed school and oversee the academics and operation of the proposed school.

- (1) Provide (as part of Appendix A) the resume for every member of the proposed school leadership team. These should only be the senior most individuals responsible for the academic, organizational, and financial operations of the school who report either directly to the board or the school leader.
- (2) Describe the school(s) and/or academic program(s) for which the proposed school leadership team has been responsible. Describe their leadership role(s) and primary responsibilities at the relevant school(s) and/or academic program(s). The response should describe, using data where possible, the impact that these individuals had on their school(s) and/or academic program(s).
- (3) Describe relevant leadership positions that the proposed school leadership team has held in which they were responsible for the operations and/or finances of program(s) and/or organization(s). Describe the leadership roles that were held and primary responsibilities for the relevant program(s) and/or organization(s). The summary should describe the impact that these responsibilities had on the success of the relevant entities.
- (4) Provide multiple years of student academic performance data under the proposed school's leadership team. This data must include, but is not limited to, proficiency and

growth on state and national standardized tests (where available), and data on graduation rates and growth for applicants proposing to serve high schools.

- (5) Provide data or evidence that speaks to the organizational and/or financial viability of the program(s) and/or organization(s) for which members of the proposed school leadership team were responsible as a leader.

**Virtual School
Supplement [if
applicable]**

Virtual Charter Schools have a unique educational model that often does not mirror the model and expectations of a traditional "brick and mortar" charter school. As such, there are additional questions specific to how the virtual school model will be executed. In addition to your responses below, you may submit supporting documentation in the form of an additional Appendix to the application. Both the response to the Virtual School Supplement and any related appendix will not count against the application page limit.

- (1) Describe your plan for orienting new students and parents (both at the beginning of the year and any time during the school year that a student enrolls) to your online charter school. What expectations will you set for them, and how will you communicate these expectations? How will you ensure they transition smoothly to your online environment?
- (2) What expectations will you set for student and teacher participation and interaction, and how will they be communicated? What systems will be in place to monitor student attendance and participation? How will your school differentiate and measure expectations for student attendance, student engagement, and truancy? What interventions will you develop in response to students who fall short of these expectations?
- (3) How will you ensure that students and families have adequate access to all of the technology necessary to actively engage with the online curriculum? How will you provide technical assistance to students and families? Additionally, how will you ensure that the loss of instructional time will be minimized in the event of unforeseen technical difficulties?
- (4) What kinds of in-person services will your school offer? When and under what circumstances will students be able to access in-person instruction and services? When and under what circumstances will parents be able to speak in-person to a teacher or staff member?
- (5) Describe the system by which struggling students will receive in-person instruction, including the location for providing these services, the transportation services that will be available, and a plan for evaluating struggling students.