DAC Capstone Charter Application Rubric

Evaluation Rubric

The revised Evaluation Rubric (Rubric) is the final section of the Charter School Application and Rubric (2020). This Charter School Application and Rubric is the result of a collaborative effort that involved the Colorado Association of Charter School Authorizers, (CACSA) the Colorado Department of Education (CDE) Schools of Choice Unit, the Colorado Charter School Institute (CSI) and the Colorado League of Charter Schools (CLCS). It is intended as a resource for Colorado charter school authorizers who desire to have a charter school application and rubric that is aligned to statute and reflects best practice. The Evaluation Rubric is a tool for both the Authorizer and reviewers, and the charter school applicant and planning team. The Authorizer and reviewers may use the Rubric to determine the quality of applications and to make approval decisions. The charter applicant may use the Rubric to guide the writing of their application and self-evaluate their application prior to submission to the Authorizer. Each main Application Section of the Rubric is mandated by state statute.

Overall Evaluation Factors
The Overall Section Rating provides a holistic evaluation of the application that considers each indicator as well as the Applicant's ability to clearly and comprehensively present the proposed school. The following factors are considered in the evaluation of the application.
- Comprehensiveness – The new school proposal has all essential pieces of the school's plan.
- Support - All statements are backed up with data, citations, or expert testimony.
- Mission Alignment – All pieces of the plan are working towards the same purpose.
- Cohesion – All pieces of the plan are integrated together.

Reviewer Note: Reviewers who are not evaluating the application in its entirety but instead are evaluating certain sections, should consider the aforementioned factors in their review.

Application Deal Breakers
The Rubric identifies sections of the application that are considered essential to opening a quality school, and typically appear as an Authorizer's more heavily weighted requirements. (These sections are identified with a ^ symbol.) It is anticipated a developer should only apply to an authorizer if all of these essential sections are developed to a level that inspires confidence in the reviewer team.

Rating Descriptions

Rating	Characteristics
Fully Developed	The response reflects a thorough understanding of key issues, such that the reviewer has essentially no unanswered questions about the section. It addresses the topic with specific and accurate information that shows thorough preparation; presents a clear, realistic picture of how the school expects to implement the criteria; and inspires confidence in the applicant's capacity to carry out the plan effectively. Examples or evidence are provided for all appropriate sections.
Mostly Developed	The response addresses or meets an appropriate level of expectation for these criteria, leaving only a few clarifying questions for the reviewer. Examples or evidence are provided for all appropriate sections if available. If examples or evidence are unavailable, a timeline to include or submit this information is stated in the application.
Partially Developed	The response meets the criteria in some respects but has substantial gaps in several areas, leaving a number of questions remaining for the reviewer. Examples and evidence may be found in a few appropriate sections.
Not Developed	The response is wholly undeveloped or significantly incomplete; demonstrates lack of preparation; or otherwise raises substantial concerns about the viability of the plan or the applicant's ability to carry it out. No examples or evidence are provided.

Status:

- Complete
- Did not ask for DAC to review

Executive Summary

A. Executive Summary: The majority of elements required in this section are evaluated throughout the remainder of the rubric; only elements not captured in other sections of the application are included.	
The application describes the student population based on publicly available demographic data including racial/cultural, socioeconomic, special needs, ELLs, and achievement data for the proposed school's area and comparable schools. The educational program reflects an understanding of the identified student population.	● Fully Developed ● Mostly Developed ● Partially Developed ● Not Developed

Overall Rating & Supporting Narrative:

● Fully Developed	● Mostly Developed	● Partially Developed	● Not Developed

Strengths:
The application answers the questions asked by the district.

Concerns:
Foundations
FRL - 17.8%
ELL - Less than 12%
Minority - 11%

Southeast
FRL - 50%
ELL - 31%
Minority - 61%

South
FRL - 66%
ELL - 50%
Minority - 83%

Northeast
FRL - 57%
ELL - 48%
Minority - 80%

What questions do you have regarding this section?
If the application is approved with conditions and the conditions aren't followed, what are the consequences?

What would your recommendation be based on this section:

- **Approve as is**
- **Approve with conditions. Please outline your conditions here:**
- **Deny. Please indicate why you believe it should be denied here:**
  The application follows the application process and answers the questions. I cannot, however, approve the application when the data clearly shows the NHA charter does not follow what they put in the application. If they have 300 people on a waiting list, they can surely come closer to mirroring their community as they claim. This data is taken straight from the CDE website. Working as a partner with them in the community, Southeast knows there are other practices in the application that the charter does not follow. If we truly believe in "Every," this example isn't it!

Vision & Mission Statements

B. Vision & Mission Statements:	
The vision statement clearly describes the school's proposed impact on the community. *The mission statement clearly describes how the school will accomplish this vision, with a focus on the target student population.*	● Fully Developed ● Mostly Developed ● Partially Developed ● Not Developed

Overall Rating & Supporting Narrative:

● Fully Developed	● Mostly Developed	● Partially Developed	● Not Developed

Strengths:
vision and mission want to support life beyond classroom walls for ALL

Concerns:
no percentages for goals or connection to how we will support demographics/diverse populations or connection to current graduation figures

What questions do you have regarding this section?

What would your recommendation be based on this section:

> Approve as is
● **Approve with conditions. Please outline your conditions here:**
> More thorough explanation of how Capstone will support diverse populations or how they connect with graduation numbers
> **Deny. Please indicate why you believe it should be denied here:**

Goals, Objectives & Pupil Performance Standards

^C. Goals, Objectives, & Pupil Performance Standards:	
The applicant articulates annual and interim goals for the school that align to the school's vision and mission, relate to state and authorizer performance indicators, and accelerate student achievement. There is a clear rationale for the development of the stated goals and plan for addressing performance gaps.	● Fully Developed ● Mostly Developed ● Partially Developed ● Not Developed

Overall Rating & Supporting Narrative:

● Fully Developed	● Mostly Developed	● Partially Developed	● Not Developed

Strengths:

Capstone's plan includes measures that would provide a big picture for families. They talk about using comparative data on state assessments that show that they have exceeded the district averages. Their use of DIBELs Next's benchmark assessments will also provide initial data for students in grades K-3. This is in compliance with the state;s READ Act.

Concerns:

The plan presented focuses primarily on comparative data to the state and the district partner. There is little to no detail focused on continued growth in the plan and monitoring of their progress.

What questions do you have regarding this section?

For K-3 DIBELs Next assessment it is stated that 60% of students assessed will meet EOY benchmark. Is this the goal every year or only in year one. It seems as though this is a low bar for ongoing progress and growth as a school.

Similarly, it is stated that the school will demonstrate that at last 50% of the students assessed through CMAS will be proficient or advanced. Again, is this the target each year or does this percentage increase to exceed state averages and continue to move students to higher levels?

Many of the goals state yearly focus. There was little addressed in the area of interim measures in this section. How will student performance be measured through leading measures versus lagging measures?

Is the goal of the school to be better than the partner district or to continue to be better as a school to move students forward? Language throughout the plan talks about exceeding the district's performance and leaves a question as to how good of a partner they will be for 27J

What would your recommendation be based on this section:

- **Approve as is**
- **Approve with conditions. Please outline your conditions here:**
- **Deny. Please indicate why you believe it should be denied here:**

    This section of the application leaves the reviewer with questions around the details of the plan. The goals shared are lagging goals in many cases and don't address how the school will pay attention to leading measures and use interim assessments and data to grow students academically. There are no clear statements focused on progress monitoring of student achievement and growth as well as how these goals were developed. Additionally, the reviewer believes that there is not an intention to be a collaborative partner with 27J. A charter partner should have a vested interest in the district as well as their own success and much of the plan addresses how it will beat the performance of 27J.

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Evidence of Support

^D. Evidence of Support:	
The applicant provides sufficient evidence that an adequate percentage of parents, pupils, and community members support the formation of the charter school, including a sufficient number of parents and pupils intending to enroll in the school should it open.	• Fully Developed • Mostly Developed • Partially • Developed Not Developed

Overall Rating & Supporting Narrative:

• Fully Developed	• Mostly Developed	• Partially Developed	• Not Developed

Strengths:
Capstone definitely delivered all information. They mentioned again that their desired location would be well within 27J boundaries, hosted in the Second Creek development area. They addressed that their letters of intent did include families on the wait list for Landmark, and outlined a plan for opening as a K-6 and growing into a K-8. They have specific LOI for over 130 students but noted that some families did not specify grade levels and were not included in data. They did state that 42% of families checked likely and highly likely to enroll out of all surveyed.

They went on to share several very detailed tables with all of their timelines (starting in 2021) for all processes we asked them about. Their information was organized and easy to follow, with dates that outlined a solid opening in 2024, which is the date they mentioned in the meeting.

Concerns:	
What questions do you have regarding this section?	
What would your recommendation be based on this section:	

- **Approve as is**
  I would support Capstone coming into the fold - they were very intentional in their data about timelines and it lines up with the opening time frame. While they might seem to have an underwhelming set of LOI numbers, I know many families are on the waiting list at the other NHA schools so I do think they would be closer to opening at capacity. They also have the distinct advantage of having 2 other NHA schools for reference and similar members that have opened and run the schools.
  Approve with conditions. Please outline your conditions here:
  Deny. Please indicate why you believe it should be denied here:

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Educational Program

^E. Educational Program:	
Rationale: *There is a strong research-based rationale for the selection of educational model, curriculum, and instruction that is evidence-based and effective with the target population. This includes Include a description of how the school developed a curriculum that is culturally responsive and free of bias.*	● Fully Developed ● Mostly Developed ● Partially ● Developed Not Developed
Alignment: *The proposed curriculum is already aligned vertically and horizontally as well as to the state model content standards and school's mission and vision across all grade levels, or there is a reasonable plan for aligning the curriculum prior to the school's opening. If applicable, the applicant provides information for high school course offerings, graduation plans, and credits.*	● Fully Developed ● Mostly Developed ● Partially ● Developed Not Developed
Instructional Strategies: *The applicant provides a strong rationale for the school's instructional philosophy,including the process and methods used to differentiate the curriculum, the research to support the selected instructional model with the target population, the alignment to educational program, and the extent to which technology will be implemented into the educational program. The school's proposed calendar and bell schedule support the school's mission and meet state and authorizer requirements.*	● Fully Developed ● Mostly Developed ● Partially ● Developed Not Developed
Supplemental Programming: *Proposed supplemental programming are thoroughly described and align with the school's educational program.*	● Fully Developed ● Mostly Developed ● Partially ● Developed Not Developed
Overall Rating & Supporting Narrative:	

● Fully Developed	● Mostly Developed	● Partially Developed	● Not Developed

Strengths:
They have models that are in place and have been in place for years both in 27J and in one other Colorado District.

Concerns:
Given the strength I mentioned above, some of the language isn't specific, lacking reference to instructional materials or using

educational jargon without explanation of what the phrases actually mean. Addressing both of these would push the rating to fully developed and give anyone (District Administration, Board of Education, and prospective families) better clarity of what to expect.

What questions do you have regarding this section?
- What are the curricular resources?
- Beyond PLCs, how will you address differentiation of learning needs for students who are both below or above grade level?
- In the 3 Colorado schools that exist, what do the patterns of data how in regards to students who have differing needs for support, i.e. special populations?
- What are the exit standards for each grade?
- What criteria are used to select texts? What makes a classic text a classic?
- In regards to character development, the charter states they build empathy. In what ways do they do that and how?

What would your recommendation be based on this section:

> **Approve as is**
- **Approve with conditions. Please outline your conditions here:**
   It is hard to make conditions when we have 2 schools already in existence in our district. However, I think answering the questions above is a good first step. In my experience, the 2 schools tend to enroll a specific type of student and those students are either successful so they stay or they aren't and then families leave. I am interested to know more about the continuum of supports for both behavior and academics the school provides.
   Deny. Please indicate why you believe it should be denied here:

Plan for Evaluating Pupil Performance

^F. Plan for Evaluating Pupil Performance:	
The applicant proposes a thorough plan for evaluating student performance across the curriculum, that considers both student needs and the effectiveness of the educational program, has appropriate systems for maintaining and monitoring student information and using information to make changes to the educational program as appropriate, and includes procedures for taking corrective action in the event that performance falls below goals and standards.	• Fully Developed • Mostly Developed • Partially Developed • Not Developed

Overall Rating & Supporting Narrative:

• Fully Developed	• Mostly Developed	• Partially Developed	• Not Developed

Strengths:
Common assessment developed by NHA. They have referenced data they will be able to use from other schools.

Concerns:

What questions do you have regarding this section?

What would your recommendation be based on this section:

- **Approve as is**
- **Approve with conditions. Please outline your conditions here:**
- **Deny. Please indicate why you believe it should be denied here:**

Budget and Finance

^G. Budget & Finance:

Establishing Business Operations: The applicant describes reasonable, functional and accountable business operations.	● Fully Developed ● Mostly Developed ● Partially Developed ● Not Developed
Budget Narrative: The budget is based on realistic revenue and expenditures, and budget details are based on valid assumptions, and enable the school's mission to be realized. There is a sound contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.	● Fully Developed ● Mostly Developed ● Partially Developed ● Not Developed
Five-Year Budget: The budget demonstrates complete, realistic, and viable start-up and 5-year balanced operating budgets that align with the educational, organizational, and school growth plans as described in each section of the application.	● Fully Developed ● Mostly Developed ● Partially Developed ● Not Developed
Special Populations: The budget clearly commits resources toward serving special populations such as students identified as educationally disadvantaged, students with IEPs, 504 Plans, English Language Learners, gifted and talented and homeless students. ● *What does the school need to budget for special populations during the first year of operation?* ● *What is the school's understanding of how the authorizer allocates special education funds?* ● *Does the school need to prepare financially to enroll a student or students with significant special needs?* ● *Is the school considering a special education reserve for unexpected educational expenses?*	● Fully Developed ● Mostly Developed ● Partially Developed ● Not Developed

Overall Rating & Supporting Narrative:

● Fully Developed	● Mostly Developed	● Partially Developed	● Not Developed

Strengths:

Concerns:

What questions do you have regarding this section?

What would your recommendation be based on this section:

- **Approve as is**
- **Approve with conditions. Please outline your conditions here:**
- **Deny. Please indicate why you believe it should be denied here:**

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Governance

^H. Governance:

Founding Board/Steering Committee Members: The board consists of a wide range of experienced members with the capacity to oversee a successful school, and a commitment to do so. There is a clear description the transition to a formal board, the nature and extent of parent/community involvement in the board, and draft board member agreements and conflict of interest statements.	● Fully Developed ● Mostly Developed ● Partially Developed ● Not Developed

Board Procedures: *The applicant includes bylaws and articles of incorporation, and the details of board membership, meeting frequency, and member expectations are thoroughly addressed and align with the proposed school.* *Proposed procedures align with statutory compliance requirements.*	• Fully Developed • Mostly Developed • Partially Developed • Not Developed
Board Internal Accountability: *The applicant describes how the board will review, assess, and hold itself* *accountable for strong governance practices, such as evaluating the school leader, compliance with applicable regulations, and defining its role.*	• Fully Developed • Mostly Developed • Partially Developed • Not Developed

Overall Rating & Supporting Narrative:

• Fully Developed	• Mostly Developed	• Partially Developed	• Not Developed

Strengths:
This portion of the application is thought out fairly well. It does appear to be an exact replica of the NHA structures at their other current schools within 27J. I am assuming that the attachments listed in the document sufficiently meet the requirements listed as well but they are not attached to the document received. This being said, as a district, we are pretty familiar with the NHA model and it has been successful in both of their existing locations. Key systems of checks and balances as well as an agenda for Board training seem to be in place.

Concerns:
No major concerns at this time.

What questions do you have regarding this section?
No questions at this time.

What would your recommendation be based on this section:

- **Approve as is**
- **Approve with conditions. Please outline your conditions here:**
- **Deny. Please indicate why you believe it should be denied here:**

Employees

I. Employees:	
Employment: *The applicant clearly describes the relationship between charter and employees and includes a draft or plan for employment policies and procedures (such as job descriptions, organizational charts, etc.).* *The applicant describes the school's teacher evaluation system and its alignment with the intent of SB191*	• Fully Developed • Mostly Developed • Partially Developed • Not Developed
Professional Development: *The applicant explains the core components of teacher and staff development and how these components will support effective implementation of:* • *The school's mission, vision, values;* • *The proposed educational program including the educational program terms;* • *Educational equity, inclusion, and student agency;* • *Instructional practices proven to be effective with the proposed student population, including all diverse learners and at-risk student populations; and* *Performance data collection, analysis, and use to improve student learning and evaluate the school's culture and climate.*	• Fully Developed • Mostly Developed • Partially Developed • Not Developed

Overall Rating & Supporting Narrative:			
● Fully Developed	● Mostly Developed	● Partially Developed	● Not Developed

Strengths:
The school's leadership team provided many examples of how they would provide professional development opportunities for its staff that aligned to the school's overall mission, vision and values. It was clear that the school has thoughtfully considered how to include educational equity, inclusion and student agency into its regular and ongoing professional development frameworks. The school provided many examples of how it will address and provide learning opportunities that will have a positive impact on all students, including those with specialized academic needs.

Concerns:
N/A

What questions do you have regarding this section?
How will the school's leadership team involve the staff in school wide professional development decision making and implementation? How will the school intentionally address the social and emotional needs of its student population?

What would your recommendation be based on this section:

- **Approve as is**
- **Approve with conditions. Please outline your conditions here:**
- **Deny. Please indicate why you believe it should be denied here:**

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Insurance Coverage

J. Insurance Coverage:	
Proposed insurance coverage aligns with statutory and district-mandated requirements and aligns with what the school is proposing within the application.	● Fully Developed ● Mostly Developed ● Partially Developed ● Not Developed

Overall Rating & Supporting Narrative:			
● Fully Developed	● Mostly Developed	● Partially Developed	● Not Developed

Strengths:

Concerns:

What questions do you have regarding this section?

What would your recommendation be based on this section:

- **Approve as is**
- **Approve with conditions. Please outline your conditions here:**
- **Deny. Please indicate why you believe it should be denied here:**

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Parent and Community Involvement

K. Parent & Community Involvement:

The applicant provides evidence of parent and community involvement in the development of the school as well as the ongoing support of the school once opened.	• Fully Developed • Mostly Developed • Partially Developed • Not Developed
The applicant addresses outreach efforts conducted to date and planned for the future that reach all student populations, including at-risk students.	
The applicant provides opportunities to solicit feedback from stakeholders.	
The applicant identifies reasonable plans for external partnerships to support the school.	

Overall Rating & Supporting Narrative:

• Fully Developed	• Mostly Developed	• Partially Developed	• Not Developed

Strengths:

Concerns:
To date, I personally have not heard of Capstone until attending this DAC meeting. That doesn't mean that they haven't been active in the community, but it apparently hasn't been very effective as I am pretty involved in the happenings in 27J. I hope they will continue their efforts. Capstone said they have had 51 interested parents. I believe that Ascent, during the meeting, had a lot more than that. Additionally, I see nothing about Capstone that truly intends to involve parents and community at a more intimate level than any other basic charter. As a matter of fact, I am extremely distraught and discouraged about the parent "room" which sounds more like a holding cell where parents are not allowed in other parts of the school without rigorous investigation. As far as I am concerned, I am entitled to know everything that is going on within my child's classroom and have even changed schools in order to belong to a school that welcomes and encourages parent involvement. It very much seems like Capstone intends to sequester parents and only involve them when they are needed for the benefit of Capstone, such as (per their documents) when they need a parent to supervise a lunchroom or classroom, or coach a team. I have the feeling that Capstone wants to limit parental involvement as much as possible under the guise of safety. I have firsthand experience with a school who operates similarly at Belle Creek Charter and I am extremely dissatisfied with this type of operation. Capstone talked a lot in their papers about the intent to advertise and the intent to hold meetings and intent intent intent. I have already seen Ascent doing most of the things Capstone says they will do.

What questions do you have regarding this section?

What would your recommendation be based on this section:

- **Approve as is**
- **Approve with conditions. Please outline your conditions here:**
- **Deny. Please indicate why you believe it should be denied here:**
  Capstone gives me a grim feeling about the future of schools as they deal with parental and community involvement. In a time when parental involvement has been so scrutinized, parents are desperate for a way to participate, feel needed, and be included in their children's education. Additionally, parents are looking for an approach that may not have worked for them in the past. I feel Capstone offers nothing new and different

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Enrollment Policy

L. Enrollment Policy:	
The applicant details a plan for recruitment of all students, including special populations. The proposed enrollment policy and priorities for enrollment are non-discriminatory and align with district policy and procedures and statue as applicable.	• Fully Developed • Mostly Developed • Partially Developed • Not Developed
Overall Rating & Supporting Narrative:	

• Fully Developed	• Mostly Developed	• Partially Developed	• Not Developed

Strengths:
Recruitment strategies and ideas look strong in this section and the lottery is identical to the current procedures of other NHA schools in the district. The portion of this section that addresses SPED students looks to go above the minimum requirements of the newest legislation. They do seem to have a proactive approach to ensuring equitable access to students in special pops.

Concerns:
I worry about public lotteries as they tend to cause major emotional strain on families and students. I am also concerned about the use of a weighted lottery as it inevitably is not an equal chance of acceptance for all students, which defeats the purpose of having a random selection lottery. By not using a third party company, you always run the risk of "unfair" accusations being made.

What questions do you have regarding this section?
1. What will be the weighted categories and weights assigned to each category?
2. What is the actual order of preferences given during priority enrollment?

What would your recommendation be based on this section:

> **Approve as is**
- **Approve with conditions. Please outline your conditions here:**

  I would recommend that the questions above be ironed out or cleared up prior to awarding a charter.

  Deny. Please indicate why you believe it should be denied here:

Transportation and Food Services

M. Transportation & Food Services:	
If the school plans to offer transportation, the applicant provides an explanation of a transportation plan that meets the needs of the school. *If the school does not plan to offer transportation, the applicant describes any alternative means for meeting students' transportation needs.*	• Fully Developed • Mostly Developed • Partially Developed • Not Developed
If the school plans to offer food services, the applicant provides an explanation of a food service plan to meet the needs of the school. *If the school does not plan to offer food services, the applicant provides an explanation of how students qualifying for free or reduced price meals would be accommodated.*	• Fully Developed • Mostly Developed • Partially Developed • Not Developed

Overall Rating & Supporting Narrative:

• Fully Developed	• Mostly Developed	• Partially Developed	• Not Developed

Strengths:
The school addresses that they are a charter school, resting in a residential area, and expect that most students live in the surrounding neighborhood and will either walk, bike, or be dropped off. They discuss their coverage of crosswalks and greetings during drop off. They will use a program called "Driveline" to help facilitate and address these needs.

In their paragraph of discussion around Nutrition Services, it reflects that they have a broad understanding of the NSLP program. They state an understanding that a program already exists at each of the other two NHA schools in 27J. They share a very brief outline of how they know if students need breakfast or lunch daily. They briefly talk about the training required for nutrition/kitchen staff and that the liability for kitchen management will fall to NHA. They expect to follow FRPL and distribute applications to those who need them.

Concerns:
The applicant (NHA) describes that they "will will provide transportation as required by any individual student's IEP, 504 plan, status as a student experiencing homelessness, or other applicable law" and have "included funds within our five year budget" but do not describe how they will do this other than two brief comments. The first is they will "welcome a discussion" if the family's application

is approved around transportation needs, and will work to support them with finding transportation resources or public transportation. While they address the issue, the concern for low income, Special Education/IEP (IDEA), and wheelchairs (ADA) are not addressed. The compliance with Colorado and Federal laws is partially addressed. Insurance and liability are not applicable in this case since none will be provided. They will charter a bus for field trips. Liability insurance is not discussed here should an accident occur while in a charter bus. There is a wondering around their original expected enrollment data compared to where these potential attendees live and their availability for transportation access*

There are several concerns. The first concern is around the privacy within the FRPL and how it coincides with teachers entering breakfast and lunch needs into the system along with addressing who will be managing these forms and working with the Federal Food Program. This is a confidential application and few Nutrition Staff have access to the family data and information. It is not discussed how they will comply with the State of Colorado Health Department agency requirements around kitchen and equipment compliance (only food handling training). There is a significant concern that they have not completed a budget for their food services program. While they will be working under the USDA Procurement requirements, they need to consider Commodities cost (while reduced, there is a vendor fee and sometimes a supplemental fee based on the vendor the USDA is using for Commodities. Additionally, there will still be a cost for fresh produce, food serviceware (utensils, serving trays, liquid containers, napkins, towelettes/towels, etc.), and food service vendors who they will secure for weekly food orders. Additionally, the order for Commodity items is done one time per year. If they request a larger order from the USDA (Land O' Lakes mac 'n cheese, lunch meat, frozen fruit/fruit cups, vegetables), where will they store these items? Will there be a deep freezer large enough to hold the weekly frozen orders in addition to storing the Commodity items that are stored for the year? What software will they utilize for their nutrition program to track inventory and costs? While the funding for the kitchen staff will come out of the general site-based budget determined by the Board, have they accounted for the number of full-time, part-time, and managerial staff needed for their nutrition program? Finally, how will they address illness and injury issues in the kitchen or the eating commons area?

What questions do you have regarding this section?

What would your recommendation be based on this section:

> **Approve as is**
- **Approve with conditions. Please outline your conditions here:**

  Address → 1) what a "welcome discussion" entails, 2) now Special Education and wheelchair transportation needs will be met specifically, 3) liability insurance for field trip charters (include what the NHA Corporation already covers/includes), 4) low income, and 5) define "applicable by law" for both Colorado and Federal. (Additionally, see * above.)

  Address → 1) Must address the privacy issues around who in Nutrition Services will be handling the FRPL forms and who has access to this information; 2) Health Department compliance process for the kitchen and equipment; 3) a budget needs to be created based on quarterly and annual needs around serviceware, Commodities supplementals, fresh produce, cleaning products, and food services vendors - this can be done through a site budget using a zero dollar balance based on student meal cost; 4) the need for a software program for inventory and costs; 5) how will they address any illnesses and injuries in the kitchen (it is understood that insurance coverage will be handled through NHA corp); and 6) Freezer space to safely store annual Commodities food and weekly order. Note: There is greater concern that multiple items have not been addressed here in their Food & Nutrition section of their application (compared to the transportation area)

  Deny. Please indicate why you believe it should be denied here:

Facilities

^ N. Facilities:	
Needs Assessment: The applicant provides a comprehensive facility needs assessment that aligns with the proposed school program	• Fully Developed • Mostly Developed • Partially Developed • Not Developed
Facility Options: The applicant provides a realistic timeline and resource allocation for the identification, selection, construction/repair, and/or lease/contract negotiation for a facility that meets the requirements identified in the needs assessments.	• Fully Developed • Mostly Developed • Partially Developed • Not Developed

The applicant provides a plan for ensuring student safety and security, including anticipated costs.	

Overall Rating & Supporting Narrative:

● Fully Developed   ● Mostly Developed   ● Partially Developed   ● Not Developed

Strengths:

Concerns:

What questions do you have regarding this section?

What would your recommendation be based on this section:

- **Approve as is**
- **Approve with conditions. Please outline your conditions here:**
- **Deny. Please indicate why you believe it should be denied here:**

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Waivers

O. Waivers:	
The applicant provides a list of state statutes and district policies for which waivers are being requested and provides adequate rationale and replacement plans	● Fully Developed ● Mostly Developed ● Partially Developed ● Not Developed

Overall Rating & Supporting Narrative:

● Fully Developed   ● Mostly Developed   ● Partially Developed   ● Not Developed

Strengths:
State automatic and non-automatic waivers are listed and are pretty routine for most charter schools to request. Logic stated in the replacement plans makes sense and again, aligns with the thought processes of being a charter school.

Concerns:
In the first portion of this section, NHA lists the waivers they would like from district policy. However, directly under the bulleted list, they state they would like to negotiate specific district policy waivers through the charter contracting process. This is not a common practice. Waivers should be listed in the application or during a renewal process and the 27J Board should have the chance to review all waivers being requested with logic as to why those are being requested as well as a replacement plan being presented for each of those requested waivers.

What questions do you have regarding this section?
1. Are the district policies listed in the application the only waivers being requested?
2. Why are they wanting the ability to negotiate waivers after the application has been approved?

What would your recommendation be based on this section:

- **Approve as is**
- **Approve with conditions. Please outline your conditions here:**
- **Deny. Please indicate why you believe it should be denied here:**

    For approval, total transparency is necessary, but moreover, vital for a positive working relationship between charter and authorizer. For this section to be approved, there should be a clear list of which waivers from the district are being requested,

an explanation as to why, as well as a replacement plan listed. If done correctly, there should be no need to negotiate during the contract phase for additional waivers as everything should be listed, reviewed, and approved during the application phase.

Student Discipline, Expulsion or Suspension

P. Student Discipline, Expulsion, or Suspension:	

The applicant provides a discipline policy that aligns with statute and policy and provides appropriate details for addressing student discipline, expulsion, and suspension.
    ● *Complies with state law, limiting reasons that may be used to justify expulsion or suspension of students in preschool through grade 2;*
    ● *Does not discriminate against students on the basis of hair texture, type, or protective hairstyles commonly or historically associated with race.*
	● Fully Developed
	● Mostly Developed
	● Partially Developed
	● Not Developed

The applicant describes how the school's approach to discipline is culturally responsive, consistent with the school's proposed culture and climate, and provides the opportunity for all students to achieve personal and academic success.	● Fully Developed ● Mostly Developed ● Partially Developed ● Not Developed

Overall Rating & Supporting Narrative:

● Fully Developed	● Mostly Developed	● Partially Developed	● Not Developed

Strengths:
❖ System is organized and there appears to be communication to families.

Concerns:
❖ Plan is not clear around opportunities for intervention based on student/behavior needs.
❖ Plan is unclear about structures for positive behavior support.

What questions do you have regarding this section?
❖ What interventions/opportunities are being offered prior to a student reaching a Level 4 BSP?
❖ How will the discipline system be modified for students with disabilities?
❖ What systems are in place to promote positive behaviors? I.e. celebrations, assemblies, etc.?

What would your recommendation be based on this section:

> **Approve as is**
● **Approve with conditions. Please outline your conditions here:**
> ❖ Outline what/if opportunities students will have for behavior intervention prior to BSP
> ❖ Outline structures are in place to reinforce positive behaviors?

> **Deny. Please indicate why you believe it should be denied here:**

Serving Students with Special Needs

^Q. Serving Students with Special Needs:

The applicant provides a plan for serving students with special needs that includes appropriate discussion of the following High-Quality Special Population Program Planning items.
 	
 1. **Human Resources:**
 	
 ● *Approximately how many students with disabilities do the founders estimate that the school will enroll?*
 ● *If the school will be responsible for providing special education:*
    ○ *How many special education teachers will the school need to employ?*
    ○ *What kind of certification will the special education teachers need?*
    ○ *What are the state's teacher and special education teacher qualifications standards?*
    ○ *How many special service providers will the school need to employ?*
    ○ *What with the ratio of student: service provider be and is it aligned with best practice?*
    ○ *Will the school hire dual-certified teachers?*
    ○ *Will the school hire part-time or retired special education teachers?*
    ○ *Will the school need to hire staff for health-related issues?*
    ○ *What are the implications for salaries and benefits if the school hires full- versus part-time employees?*
 ● *If an LEA will be responsible for all, or part of, special education in the school:*
    ○ *Will the school be required to contract with an LEA for the purposes of special education?*
    ○ *If the school needs to work with an LEA, how will it negotiate with the LEA to ensure its students will receive appropriate services?*
	● Fully Developed
	 ● Mostly Developed
	 ● Partially Developed
	 ● Not Developed

2. **Curriculum and Assessment:** ● *How will the school modify the curriculum and instructional delivery to address the unique needs of children with disabilities?* ● *How can the school train general and special education teachers to modify/adapt the curriculum and instructional approach for children with disabilities in inclusive classrooms while meeting requirements of IEPs?* ● *How will the school include children with disabilities in required assessments or develop alternate assessment?* ● *How will curriculum and assessment decisions be considered and monitored by IEP teams and staff*	● Fully Developed ● Mostly Developed ● Partially Developed ● Not Developed
3. **Professional Development:** ● *How will the school provide special education and general education teachers with professional development?* ● *Will general education and special education teachers need any specialized professional development related to educating and including children with disabilities?* ● *Does the district or the state operate a professional development program or network that the school can utilize?*	● Fully Developed ● Mostly Developed ● Partially Developed ● Not Developed
4. **Administration:** ● *Who will administer the special education program?* ● *Who will be responsible for collecting, managing, and reporting data related to children with disabilities?* ● *Will the founders create their own system to administer special education or will they adopt the policies/procedures dictated by the authorizer, local district, or other administrative unit?* ● *How will the school handle student records and other school property appropriately in the event of closure of the charter school?*	● Fully Developed ● Mostly Developed ● Partially Developed ● Not Developed

5. **Facilities:**
 	
 ● *If the school will be responsible for special education evaluations and services:*
    ○ *Where will it conduct student evaluations?*
    ○ *Where will it conduct IEP meetings?*
    ○ *Where can it store confidential student records?*
    ○ *Where will it provide pullout services?*
    ○ *Where will related services personnel meet with individual students?*
	● Fully Developed
	 ● Mostly Developed
	 ● Partially Developed
	 ● Not Developed

○ *Will entrances, classrooms, common areas, and bathrooms be accessible to individuals— including adults—with physical disabilities?* ○ *Will the facility have space for a nurse to store and administer medications or use medical equipment?* ○ *If the school uses some type of online learning, how the school will administer evaluations and maintain electronic document security in a virtual environment?*	
MTSS/RTI: The plan also provides a comprehensive description of the monitoring for all students to determine universal, targeted, or intensive needs.	● Fully Developed ● Mostly Developed ● Partially Developed ● Not Developed

Overall Rating & Supporting Narrative:

● Fully Developed	● Mostly Developed	● Partially Developed	● Not Developed

Strengths: The application has clear guidelines on how administration plans to monitor the growth of students.
There is a clear plan around administering special populations. The plan addresses the ability to fully support students with varying needs. The plan states that the school will prioritize licenced/qualified when hiring or have a timeline for staff becoming qualified. The RtI process was addressed and a plan was evident to target student learning through manageable data cycles.

Concerns: The application lacks specifics of how they will service students. It is especially weak in the area of students with severe needs.
The plan states that student needs will be met through school staff or consultant partnerships. To what extent will the school support all needs or reach a point where they cannot serve the student and have them return to a district managed school? The plan did not address facilities, indicating how the physical layout of the facility will be appropriate for all staff and students regardless of needs. The Human Resources section talked about teacher credentials but did not go deeper with other hiring options as outlined in the rubric.

What questions do you have regarding this section?

When a student enrolled has extensive needs, will the school maintain responsibility of serving that student regardless of resources, (i.e. seeking outside support while remaining financially responsible).

What would your recommendation be based on this section:

    Approve as is
●   **Approve with conditions. Please outline your conditions here:**

    Ensuring follow through on supports for all students and not "releasing" them for reasons and having them return to a district managed school.

    Deny. Please indicate why you believe it should be denied here: See above concerns.

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Dispute Resolution Process

R. Dispute Resolution Process:	
The applicant sets forth a method for resolving disagreements which arise from the school's charter contract between a charter school and its chartering district, in compliance with statutory requirements.	● Fully Developed ● Mostly Developed ● Partially Developed ● Not Developed
Overall Rating & Supporting Narrative:	

● Fully Developed	● Mostly Developed	● Partially Developed	● Not Developed

Strengths:

Concerns:

What questions would you like your Executive Representative to ask the applicant?

What would your recommendation be based on this section:

- **Approve as is**
- **Approve with conditions. Please outline your conditions here:**
- **Deny. Please indicate why you believe it should be denied here:**

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School Management Contracts

^S. School Management Contracts:	
The applicant demonstrates the effectiveness of the proposed school management provider academically, operationally and financially, includes a rationale for the selection of this provider, and identifies any existing or potential conflicts of interest between provider and school and board stakeholders.	● Fully Developed ● Mostly Developed ● Partially Developed ● Not Developed
The applicant provides a draft management contract as an attachment, which addresses the cost, length of contract, and the process to evaluate, oversee, renew, or terminate the contract without adversely affecting the viability of the school	● Fully Developed ● Mostly Developed ● Partially Developed ● Not Developed
The applicant provides a draft EMP Management Plan as an attachment that adequately describes evidence of EMP capacity, division of roles and responsibilities, cost and compensation structure, clear identification of all payments to be paid to the EMP, the employer of record for EMP and school staff, and a board approved plan for how the EMP will be evaluated.	● Fully Developed ● Mostly Developed ● Partially Developed ● Not Developed

Overall Rating & Supporting Narrative:

● Fully Developed	● Mostly Developed	● Partially Developed	● Not Developed

Strengths:

Concerns:

What questions do you have regarding this section?

What would your recommendation be based on this section:

- **Approve as is**
- **Approve with conditions. Please outline your conditions here:**
- **Deny. Please indicate why you believe it should be denied here:**

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Overall Recommendation

Overall Recommendation

Risk Factors (Reviewers should summarize risk factors, as applicable, from the application for consideration by the authorizer in acting on the application. Generally, risk factors inform the reviewer's overall recommendation—approval or denial—as well as proposed conditions and milestones to address identified risk factors to the extent possible.)

Overall, the DAC is not concerned regarding specific risk factors as our experiences have been generally positive. We do believe that some conditions should be considered for approval.

Recommendation

- Approve as is (4 sections)
- Approve with conditions and milestones (6 sections)
- Deny (3 sections)

Proposed Conditions
Conditions to be fulfilled before execution of the contract and based on identified weaknesses in the proposal

- Align curriculum with READ Act expectations - continue to work with CDE to get curriculum approved
- Identify specific milestones for construction and enrollment
- Work with the school district to create agreements about enrollment and withdrawal of students
- Increase efficiency of using Infinite Campus

Proposed Milestones
Milestones to be fulfilled after execution of the contract and before the opening of the school

Rationale for Denial
Specific legal, financial, equity issues that cause significant concern regarding the viability of the proposal