U.S. Department of Education

Washington, D.C. 20202-5335

APPLICATION FOR GRANTS UNDER THE

Charter Schools Program (CSP): Grants for State Educational Agencies (SEAs)

CFDA # 84.282A

PR/Award # U282A150005

Gramts.gov Tracking#: GRANT11962226

OMB No. 1894-006, Expiration Date: 11/30/2017

Closing Date: Jul 16, 2015

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

There were problems converting one or more of the attachments. These are: 1253-Project_Narrative.pdf, 1235-Abstract_Narrative.pdf, 1244-Appendix_E12_Charter_School_Annual_Report.pdf, 1252-Appendix_E7_Alternative_Charter_Extension_and_Renewal_Framework.pdf, 1234-Budget_Narrative.pdf, 1251-

Appendix_E6_Charter_School_Performance_Compact.pdf, 1248-Appendix_E3_Local_Charter_Authorizer_Application.pdf, 1240-Appendix_E8_Report_Card_Arthur_Ashe_Charter_School.pdf, 1243-Appendix_E11_School_Closure_Overview.pdf, 1239-Appendix_C_Letters_of_Support.pdf, 1241-Appendix_E9_Annual_Review_Arthur_Ashe_Charter_School.pdf, 1245-Appendix_D_Proprietary_Information.pdf, 1249-Appendix_E4_Common_Charter_Application.pdf, 1237-Appendix_A_Charter_School_Program_Assurances.pdf, 1247-Appendix_E2_Bulletin_126_Charter_Schools.pdf, 1246-Appendix_E1_Charter_School_Demonstration_Programs_Law.pdf, 1236-GEPA.pdf, 1250-Appendix_E5_Charter_Application_Rubric.pdf, 1242-Appendix_E10_Pre-Opening_Process.pdf

OMB Number: 4040-0004
Expiration Date: 8/31/2016

Application for Federal Assistance SF-424

* 1. Type of Submission:
- [ ] Preapplication
- [x] Application
- [ ] Changed/Corrected Application

* 2. Type of Application:
- [x] New
- [ ] Continuation
- [ ] Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received: 07/15/2015

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name: Louisiana Department of Education

* b. Employer/Taxpayer Identification Number (EIN/TIN): 72-6000745

* c. Organizational DUNS: 8059209980000

d. Address:

* Street1: 1201 North Third Street
Street2:
* City: Baton Rouge
County/Parish:
* State: LA: Louisiana
Province:
* Country: USA: UNITED STATES
* Zip / Postal Code: 70802-5243

e. Organizational Unit:

Department Name: Office of Portfolio

Division Name:

f. Name and contact information of person to be contacted on matters involving this application:

Prefix: Mr.
* First Name: John
Middle Name: A.
* Last Name: Hanley
Suffix:

Title: Grants Manager

Organizational Affiliation:

* Telephone Number: 225-342-3900
Fax Number:

* Email: John.Hanley@la.gov

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Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.282

CFDA Title:

Charter Schools

*** 12. Funding Opportunity Number:**

ED-GRANTS-061515-001

* Title:

Office of Innovation and Improvement (OII): Charter Schools Program (CSP): Grants for State Educational Agencies (SEAs) CFDA Number 84.282A

13. Competition Identification Number:

84-282A2015-3

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment | Delete Attachment | View Attachment

*** 15. Descriptive Title of Applicant's Project:**

Louisiana Charter Schools Program

Attach supporting documents as specified in agency instructions.

Add Attachments | Delete Attachments | View Attachments

Tracking Number:GRANT11962226 Funding Opportunity Number:ED-GRANTS-061515-001 Received Date:Jul 15, 2015 02:04:54 PM EDT

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant LA-All

* b. Program/Project LA-All

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment | Delete Attachment | View Attachment

17. Proposed Project:

* a. Start Date: 10/01/2015

* b. End Date: 09/30/2018

18. Estimated Funding ($):

* a. Federal	8,041,351.00
* b. Applicant	0.00
* c. State	0.00
* d. Local	0.00
* e. Other	0.00
* f. Program Income	0.00
* g. TOTAL	8,041,351.00

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

☐ a. This application was made available to the State under the Executive Order 12372 Process for review on .

☒ b. Program is subject to E.O. 12372 but has not been selected by the State for review.

☐ c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

☐ Yes ☒ No

If "Yes", provide explanation and attach

Add Attachment | Delete Attachment | View Attachment

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: Mr.

* First Name: John

Middle Name:

* Last Name: White

Suffix:

* Title: State Superintendent of Education

* Telephone Number: 225-342-3942

Fax Number:

* Email: John.White@la.gov

* Signature of Authorized Representative: John Hanley

* Date Signed: 07/15/2015

Tracking Number:GRANT11962226 Funding Opportunity Number:ED-GRANTS-061515-001 Received Date:Jul 15, 2015 02:04:54 PM EDT

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.

2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.

3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.

4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.

5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).

6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C.§§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U. S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.

8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.

10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is $10,000 or more.

11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).

12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.

13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.

15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.

16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.

17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."

18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
John Hanley	State Superintendent of Education
APPLICANT ORGANIZATION	**DATE SUBMITTED**
Louisiana Department of Education	07/15/2015

Standard Form 424B (Rev. 7-97) Back

Tracking Number:GRANT11962226 Funding Opportunity Number:ED-GRANTS-061515-001 Received Date:Jul 15, 2015 02:04:54 PM EDT

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB
0348-0046

1. * Type of Federal Action:
- [ ] a. contract
- [x] b. grant
- [ ] c. cooperative agreement
- [ ] d. loan
- [ ] e. loan guarantee
- [ ] f. loan insurance

2. * Status of Federal Action:
- [ ] a. bid/offer/application
- [x] b. initial award
- [ ] c. post-award

3. * Report Type:
- [x] a. initial filing
- [ ] b. material change

4. Name and Address of Reporting Entity:

[x] Prime [ ] SubAwardee

** Name* n/a

** Street 1* n/a *Street 2*

** City* n/a *State* *Zip*

Congressional District, if known:

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

6. * Federal Department/Agency:

n/a

7. * Federal Program Name/Description:

Charter Schools

CFDA Number, *if applicable:* 84.282

8. Federal Action Number, *if known:*

9. Award Amount, *if known:*

$

10. a. Name and Address of Lobbying Registrant:

Prefix ** First Name* n/a *Middle Name*

** Last Name* n/a *Suffix*

** Street 1* *Street 2*

** City* *State* *Zip*

b. Individual Performing Services (including address if different from No. 10a)

Prefix ** First Name* n/a *Middle Name*

** Last Name* n/a *Suffix*

** Street 1* *Street 2*

** City* *State* *Zip*

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

*** Signature:** John Hanley

***Name:** *Prefix* ** First Name* n/a *Middle Name*

** Last Name* n/a *Suffix*

Title: **Telephone No.:** **Date:** 07/15/2015

Federal Use Only:

Authorized for Local Reproduction
Standard Form - LLL (Rev. 7-97)

Tracking Number:GRANT11962226 Funding Opportunity Number:ED-GRANTS-061515-001 Received Date:Jul 15, 2015 02:04:54 PM EDT

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

GEPA.pdf | Add Attachment | Delete Attachment | View Attachment

Louisiana – General Education Provisions Act (GEPA) Section 427 Requirements

The Louisiana Department of Education (LDOE) does not discriminate on the basis of gender, race, national origin, color, disability, or age, in both its employment practices and its commitment towards serving Louisiana's children. The LDOE will actively ensure that no barriers exist that may impede equitable access to CSP funding or participation in CSP-funded activities. The LDOE complies with all State and Federal laws and regulations concerning nondiscrimination.

Further, Louisiana charter schools exist to serve all Louisiana students, and the Louisiana Department of Education is committed to promoting these educational opportunities for all children. This CSP grant will benefit Louisiana's students by promoting the growth of high-quality charter schools and sharing of best practices to improve student achievement and attainment, especially for those students who are educationally disadvantaged.

The LDOE will take active steps to ensure that all potential grant participants, especially those serving predominantly educationally disadvantaged students, are fully informed of the potential grant opportunities for which they may participate.

Also, given that each CSP subgrant will comprise an individual project with unique barriers, the LDOE will verify the compliance of GEPA Section 427 requirements with all subgrant recipients, including identifying project specific solutions that the subgrantee will implement to address their unique barriers. Examples may include subgrantees providing educational program materials in multiple languages to address the specific language barrier posed by LEP students.

As described above, LDOE will respond in a timely, reasonable and equitable manner to overcome any barriers that might limit equitable access.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

* APPLICANT'S ORGANIZATION

Louisiana Department of Education

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Mr. * First Name: John Middle Name:

* Last Name: White Suffix:

* Title: State Superintendent of Education

* SIGNATURE: John Hanley * DATE: 07/15/2015

Tracking Number:GRANT11962226 Funding Opportunity Number:ED-GRANTS-061515-001 Received Date:Jul 15, 2015 02:04:54 PM EDT

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment: Abstract_Narrative.pdf | Add Attachment | Delete Attachment | View Attachment

Tracking Number:GRANT11962226 Funding Opportunity Number:ED-GRANTS-061515-001 Received Date:Jul 15, 2015 02:04:54 PM EDT

Abstract: Louisiana Department of Education (LDOE) –
Application for Charter School Program for State Educational Agencies Grant Funds

Louisiana charter schools have played a critical role in improving educational outcomes for over 70,000 students throughout the state. Nowhere has the impact of charter schools been more prevalent then the city of New Orleans. 10 years after the devastation of Hurricane Katrina, charter schools have significantly helped improve the educational outcomes for students in New Orleans, with the state-run Recovery School District now serving as both a model for school transformation and the nation's first 100% all-charter district.

Louisiana seeks to leverage this Charter School Program (CSP) grant to build upon the tremendous success of charter schools in Louisiana and increase the national understanding of the charter school model by continuing to foster the growth of high-quality charter schools across our state. Through this grant, the LDOE will: 1) increase the number of high-quality charter authorizer agencies in Louisiana; 2) directly increase the number of high-quality charter schools; and, 3) improve student performance for educationally disadvantaged students served by Louisiana charter schools. The LDOE will accomplish these objectives by supporting the launch of 30 new high-quality charter schools over the 3-year grant period, conducting workshops on authorizer best-practices to Non-SEA authorizers, and encouraging the dissemination of best practices from high-quality schools to both: a) increase student achievement for educationally disadvantaged students; and, b) assist prospective charter developers who may go on to launch new high-quality charter schools of their own. The LDOE has established ambitious performance measures and a comprehensive management plan that will enable the LDOE to efficiently administer the grant and evaluate its success towards accomplishing the grant's objectives.

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Louisiana Department of Education: Charter School Program – Project Narrative

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Absolute Priority #1: Periodic Review and Evaluation

Louisiana's charter school law, Revised Statute (R.S. § 17:3971 et. Seq), the "Charter School Demonstration Programs Law" or "Charter School Law," (appendix E1 for all charter school law references) provides for the agreed upon provisions between a charter operator and a charter authorizer. Louisiana law (R.S. § 17:3981-3981.1) allows three types of authorizers: the Board of Elementary and Secondary Education (BESE), local school boards, and local charter authorizers (LCAs). Authorizers are responsible for the periodic review and evaluation of their charter schools. The purpose of the review and evaluation of charter schools is to determine if the charter school is achieving its stated goals and objectives pursuant to its approved charter based on academic, financial, legal, and organizational requirements. The Charter School Performance Compact (CSPC, appendix E6) codifies the academic, financial, and organizational components of performance-based contracting, as per Bulletin 126 § 1101 (appendix E2 for all Bulletin 126 references). The CSPC provides charter school operators with clear academic, financial and organizational expectations for reporting, evaluation, renewal procedures, and revocation. Throughout the year, the LDE collects the academic, financial, and organizational data submitted by charter schools. The review and evaluation of the CSPC documents, along with the calculation of school performance scores and corresponding letter grade based on student achievement, drive the decisions for renewal and revocation.

All charter schools are authorized for an initial four year term that may be extended for a maximum initial term of five years, contingent upon the results of a review conducted after the third year (R.S. § 17:3992.A.1). Authorizers are required to share their renewal criteria and procedures with their charter schools, and to notify schools, in writing, of any decisions made in regards to renewal or nonrenewal. Student achievement is at the forefront when considering

renewal decisions, such that, no charter school shall be renewed unless the charter school clearly demonstrates, using standardized test scores, the improvement in the academic performance of students over the term of the charter school's existence (R.S. § 17:3992.A.2(a)). Further, if the routine performance review process, as described in the CSPC, results in adverse findings, the LDE communicates that with the school leader and board as a notice of concern or breach. The notice of concern or breach contains specific action steps and a timeline to remedy the issue in order for the school to move into good standing with the LDE. If the notice of concern or breach is not corrected, the school enters into revocation proceedings.

Absolute Priority #2: Charter School Oversight

Pursuant to Louisiana law R.S. § 17:3991, the charter school contract represents the legal agreement between an authorizer and the charter operator. The charter contract articulates the rights and responsibilities of each party regarding school autonomy, funding, administration and oversight, outcomes, measures for evaluating success or failure, performance consequences, and other material terms (R.S. § 17:3991). Bulletin 126 Chapter 7 expands upon Louisiana's charter school law including the requirements of performance contracting, and the implementation of regulatory requirements that must be met in the operation of a charter school. It further establishes the procedures for monitoring and evaluating charter schools, and amending, renewing, and revoking charters.

The law further requires that a charter school established and operated in accordance with Louisiana's charter school law shall be subject to annual financial audits in accordance with R.S. § 24:513 et. seq. Additionally, these audits must be conducted by an independent certified public accountant; and be submitted to the Louisiana's Legislative Auditor six months after the close of the fiscal year, on behalf of all charter school authorizers (R.S. § 24:513). The LDE also obtains

these audits and uses them to inform the LDE's Financial Risk Assessment, and the Financial Performance score as part of the Charter School Performance Compact.

Beyond meeting financial standards, Louisiana Charter School Law (R.S. § 17:3972) indicates that two of the key objectives of charter schools is to: 1) improve pupil learning, and 2) increase learning opportunities and access to quality education for all students. Bulletin 126, § 1503 expands upon this, stating that each charter school is required to make demonstrable improvements in student performance over the term of its charter contract. Failure to meet these performance criteria may, per Bulletin 126 §1701.A.2, result in the revocation of a charter school's contract if the school fails to meet any of the academic and other educational results specified in the approved charter. The accountability for student achievement is inclusive of all students identified in section 1111(b)(2)(C)(v) and is codified in Bulletin 111 §517 which indicates that every students enrolled in the school counts towards the school's accountability score. Per the LDE's ESEA-waiver, the progress of these students towards meeting their AMO is captured in Louisiana's super subgroup. R.S. § 17:3992 takes this one step further, indicating that schools must demonstrate an increase in student performance, for all students as defined in R.S. § 17:3991, as an absolute minimum to be considered for a renewal of their charter contract.

Competitive Preference Priority #1: High Quality Authorizing and Monitoring Processes

Sub-Priority (1.a):

Louisiana's charter laws (R.S. § 17:3991) and policies communicate the performance-based expectations to which charter schools are held. Bulletin 126 establishes the requirements of the performance contract, the Charter School Performance Compact (CSPC, appendix E6) serves as the framework and provides for the evaluation process of charter school performance for BESE authorized charter schools (Bulletin 126 § 1101), while the Alternative Charter School

Extension and Renewal Framework (appendix E7) provides for the evaluation process of BESE authorized alternative charter school performance (Bulletin 126 § 1103). The CSPC codifies the academic, financial, and organizational performance expectations of charter schools (Bulletin 126 § 1101). The evaluation of the performance of local charter authorizers involves the assurance that rigorous academic, financial, and operational performance expectations are put in place for the charter schools they authorize (Bulletin 126 § 407-423). BESE does not have the authority to promulgate policy for charter schools authorized by local school boards. However, local school boards have the freedom and ability to adopt BESE's policies as their own.

Every charter school is provided with the criteria and procedures used to evaluate charter school performance (R.S. § 17:3991). BESE authorized charter schools are evaluated based on the performance expectations within the CSPC which contains a variety of performance objectives that are worth points and totaled to arrive at a rating (detailed performance objectives and assigned points can be found in the CSPC in appendix E6). The goal of the CSPC and the Alternative Charter School Extension and Renewal Framework is to provide charter school operators with clear academic, financial and organizational performance objectives for performance-based evaluation, renewal and revocation decisions. For more information, refer to Table 1.1: Overview of Charter School Performance Compact Components below, and to detailed performance measures for each component of the CSPC in appendix E6.

Table 1.1: Overview of Charter School Performance Compact Components

Framework	Score	Components
Academic Performance	0 – 150	A school's SPS score and letter grade are used to determine academic performance
Financial Performance	0 – 100*	The fiscal viability is measured through: 1) fund balance; 2) audit findings; 3) debt-to-asset ratio; and 4) timely reporting
Organizational Performance	0 – 100*	The legal and contractual obligations include: 1) enrollment; 2) facilities; 3) special education and at-risk student populations; 4) governance; 5) discipline; and 6) health and safety.

**A score of 80 for financial and organizational expectations meets the expectations of the CSPC*

All renewal and revocation decisions are based on the performance objectives outlined in the charter contract (R. S. § 17:3992). All authorizers must provide notification to charter schools of their decision to renew or revoke the charter based on contract performance (R. S. § 17:3992). Louisiana law R.S. § 17:3992 provides, in detail, the criteria of charter revocation. All charter schools participate in an annual review of performance objectives. Throughout the school year, every BESE authorized charter school submits documents and data that enable the LDE to assess their compliance with critical policies and laws, and their progress in achieving milestones. The annual review is a process that compiles all of the data from the CSPC and provides a year-long evaluation of school performance in which each school receives academic, financial, and organizational performance ratings. The Alternative Charter School Extension and Renewal Framework utilizes similar components (appendix E7). Once a performance rating is

derived, the Annual Review (appendix E10) of each school is provided to charter school boards and school leaders each fall following the release of the School Performance Score.

If the annual review process using the CSPC results in adverse findings, the LDE communicates that with the school board and school leader as a notice of concern or breach. However, a notice of breach or concern can happen at any time, not just through the process of the annual review. The notice of concern or breach contains specific action steps and a timeline to remedy the issue in order for the school to move into good standing with the LDE. The LDE monitors the school's implementation of the steps required to cure the concern or breach. Once the school as met the requirements, it returns to good standing. Failure to meet the requirements specified leads to revocation review or proceedings if there are significant shortcomings and repeated notices of breach throughout the same school year. Decisions are made in accordance to Charter School Law and Bulletin 126.

All public schools and charter schools are issued a comprehensive school report card (appendix E8) that provides information on school performance. The Annual Review (appendix E9) of every BESE authorized charter school provides school specific assessment of academic, financial, and organizational performance using the performance expectations in the CSPC.

Sub-Priority (1.b):

All charter schools receive a school performance score (SPS) and corresponding letter grade. As per Bulletin 126 § 409-421, The LDE monitors and evaluates local charter authorizers compliance with the standards for quality charter school authorizing as promulgated by the National Association of Charter School Authorizers, and through an annual review of the performance of its charter schools. The LDE uses the SPS and letter grade, such that if the

average letter grade of the portfolio of schools is not equivalent to a "C" than they may not authorize any additional schools until the average is a letter grade of "A" or "B." Further, if the average letter grade of the charter schools authorized by the local charter authorizer is a letter grade of "D" or "F," than BESE will not recertify the local charter authorizer and provide for the transfer of schools to the state board (Bulletin 126 § 411).

Local school districts receive a District Performance Scores for all of their school's' performance, including charters. Charter schools within a "D" or "F" district are eligible to appeal to BESE. The LDE annually reports on the performance of all charter school, including the RSD, the only all-charter district in Louisiana. The annual performance of charter published in the charter school annual report.

Sub-Priority (1.d): *[Sub-Priority (1.c) not addressed]*

R.S. §17:3981 requires the LDOE to annually develop a common charter application to be used by all charter authorizers in the state. Furthermore, R.S. §17:3983 requires the state to incorporate within the charter process the ability to authorize multiple charter schools for existing charter operators that have a clear demonstrated record of success. Due to these two requirements, the LDOE annually releases a common charter application (appendix E4) that uses two distinct application tracks, differentiated between new charter developers seeking to operate a new school and experienced operators currently operating a school for at least one year.

The experienced charter school application track requires applicants to provide complete, data-driven evidence that demonstrate their track record of serving as a high-quality charter school that improves student achievement and attainment. The applicant must then provide a

clear plan that demonstrates their capacity to continue this success with the opening of a new high-quality school.

The LDOE also provides clear charter application evaluation standards differentiated specifically for experienced (appendix E5). These standards include evaluating the petitioning applicant's track record of success and capacity to open a new high-quality school. In making this determination of a track record of success, the LDE reviews both historical student achievement/attainment data, as well as the applicant's history of meeting the organizational and financial performance expectations established by their authorizer.

Furthermore, Bulletin 126 §523 provides conditions in which an experienced charter operator may petition to their charter authorizer to automatically replicate an existing high-quality school into a new school without having to submit a formal charter school application. Conditions for qualifying for this automatic replication include all schools operated by the charter school management organization having an average letter grade of "A" or "B", all schools demonstrating growth in student academic achievement, and all schools meeting the organizational and financial performance expectations as identified by their charter authorizers.

In the new operator track of the charter application process, which is completed by charter developers who have not operated at least one school for a complete year, charter developers are required to describe in their applications a detailed theory of change, supported by evidence that describes the evidence-based practices that they will use. The charter evaluation standards also have a differentiated subset specifically for new charter developers.

Competitive Preference Priority #2.a: Non-LEA Authorizing Public Chartering Agencies

Louisiana charter school law provides for multiple charter school authorizers, including LEA local school districts (R.S. § 17:3982), the State Board of Elementary and Secondary Education (BESE) (R.S. § 17:3981), and eligible state agencies, postsecondary institutions, or educational nonprofit corporations to petition to become a Local Charter Authorizer (LCA) (R.S. § 17:3981.1). Local Charter Authorizers must submit a formal application (appendix E3) and receive certification from BESE prior to authorizing 1B charter schools. R.S. § 17:3973 provides definitions of all charter school types authorized by non-LEA charter authorizers: BESE authorized Type 2, 4, and 5 charter schools, as well as LCA authorized Type 1B charter schools.

As of 2014-15, the overwhelming majority of charter schools (48%) are Type 5 charter schools, schools that were considered academically failing and taken over by the state under the Recovery School District (RSD). The RSD enters into charter agreements with high-quality charter organizations to operate these schools, although BESE is considered the authorizer. In addition, 25% of all charter schools are BESE authorized Type 2 charter schools, and there is one Type 4 charter school that is authorized by BESE and operated by the local school board. Although there are currently no Type 1B charter schools, the addition of local charter authorizers to the authorizing landscape allows for the creation of new educational opportunities for Louisiana students.

Competitive Preference Priority #3: SEAs that Have Never Received a CSP Grant

Not applicable. Louisiana has previously received an SEA-CSP grant.

Selection Criterion (a): State-Level Strategy

Sub-Criterion a.1:

Louisiana charter schools have played a critical role in improving educational outcomes for over 70,000 students throughout the state. A 2013 study by Stanford University's Center for Research on Education Outcomes[i] (CREDO) found that, when compared to a traditional public school counterpart, students in Louisiana charter schools experienced gains equivalent to two months of added learning time in reading and three months in math. Louisiana's CSP grant application seeks to build upon that success by expanding the number of high-quality charter schools serving Louisiana's educationally disadvantaged students, increasing the number of high-quality authorizers approving and collaborating with high-quality charter schools, and leveraging the existing high-quality charter schools to disseminate best practices for educating disadvantaged students across Louisiana.

Louisiana Believes, the LDE's statewide plan to improve student academic achievement and attainment, does not view charter schools as a singular component within the larger approach, but rather encompasses charter schools throughout the entire statewide strategy. *Louisiana Believes* starts with the premise of setting high expectations and ensuring accountability for student performance, providing educators with support, equitable resources, and shared best practices to deliver an excellent education, and then empowering Louisiana families, especially low-income families whose child would otherwise attend a low-performing school, to choose the school that will best prepare their child for college and career success.

The LDE's commitment to setting high expectations for student performance includes adoption of nationally recognized rigorous college- and career-ready academic English Language Arts and Mathematics content standards, while simultaneously transitioning the state definition

of proficiency from "Basic" to "Mastery" by 2025. The Louisiana Board of Elementary and Secondary Education (BESE) recently approved a plan to leverage committees of experienced educators (in which charter school educators, nominated by their peers, are actively involved and represented) to review the current state standards to ensure they prepare Louisiana students to successfully transition to postsecondary education and the workplace. To this end, the LDE also launched Jump Start, an innovative career and technical education (CTE) program available to every student in a Louisiana public high school. In Jump Start, regional teams comprised of representatives from K-12 education, post-secondary institutions, and industry/workforce leaders (including a New Orleans regional team with leaders from New Orleans charter schools organizations) create graduation pathways that enable students to graduate with valuable credentials recognized by industries in high-demand job sectors.

Defining student achievement and attainment performance expectations enables the LDE to rigorously hold schools accountable for academic results. The LDE's district and state accountability system assigns each school a letter grade based on a calculated school performance score (SPS). For high schools, the SPS includes overall proficiency on state assessments and the ACT, the cohort graduation rate, the graduation index, which rewards achievements like Advanced Placement exam credit and advanced workforce credentials, and progress points for meaningful growth among a super-subgroup of non-proficient students. Schools that receive an "F" letter grade for at least four consecutive years become eligible for transfer to the state-run Recovery School District (RSD) and subsequent transformation into a charter school. The LDE has leveraged the RSD's unique governance model designed to support autonomy, flexibility, and innovation to transform Louisiana's lowest performing schools into

high-quality charter schools, and has resulted in the RSD in New Orleans becoming the first 100% charter urban district in the nation.

Furthermore, the LDE has built performance accountability directly into the charter school application process, enabling charter school applicants seeking to open schools in districts that receive a "D" or "F" letter grade to bypass the district application process and submit an application directly to the LDE. In addition, charter schools that have already demonstrated a clear track record of improving student achievement may both: a) submit a single charter application that includes a growth plan for multiple schools over multiple years; and, b) in circumstances in which a Louisiana high-quality charter school currently has a letter grade of "A" or "B," automatically replicate and open a new charter school without submitting a new application.

In each of the cases above, the LDE may leverage CSP funds to directly support the launch of the new high-quality charter school. Furthermore, CSP funds enable the LDE to support dissemination projects in which high-quality charter schools share best practices with prospective charter developers who choose to run pilot-programs. Through sharing best practices and evaluating these pilot-programs, existing high-quality charter schools can proactively help develop a future pipeline of new, unique, high-quality charter schools.

To meet Louisiana's high performance expectations, the LDE believes in developing and supporting excellent educators. These initiatives include Believe and Prepare – an innovative competitive grant program designed to strengthen the rigor and quality of teacher preparation programs (in which charter schools represent two of the seven pilot programs) – and Teacher Leaders – an LDE initiative that empowers over 5,000 outstanding educators representing every school in the state, including all charter schools, with critical resources and tools they

subsequently disseminate to their fellow educators (such as professional development on Compass - the state's educator support and evaluation system). The LDE's CSP grant activities will further support educators by identifying high-quality charter schools that perform an exceptional job of serving specific subgroups of students and encouraging their leadership to pursue data-driven dissemination projects that share their best practices with other charter and traditional public schools. Dissemination projects targeted at improving the overall quality of instruction for students with disabilities can play an especially critical role in New Orleans.

Sub-Criterion a.2:

Empowering charter schools to successfully provide a high-quality education includes empowering them with equitable financing and facilities in a manner in which money directly follows students, not systems. Regulations approved by BESE mandate that all Louisiana charter schools receive per-pupil funding equal to no less than the per pupil amount received by the school district in which the charter school is located. For example, a student in a state-approved charter school located in East Baton Rouge (EBR) parish would receive the exact same per-pupil state funding ($4,165) as allocated to the East Baton Rouge Parish school system. Furthermore, the EBR charter school also would receive a local revenue representation from the state funding formula (based on local revenue estimates of taxes such as sales and ad valorem) equivalent to $6,067 per-pupil. Finally, if the EBR school operated in a private facility, they would be entitled to an additional $887 per-pupil due to local revenue representation of capital outlay and debt services. In addition to equitable funding, Louisiana is also committed to equitable access to facilities. Schools within the Recovery School District may use RSD-controlled facilities without having to contribute any lease payments, and local

school boards are required to make available to charter schools any vacant school facility for either lease or purchase.

Sub-Criterion a.3:

Charter schools are a critical component to providing Louisiana families with high-quality options, especially for families with children that would otherwise attend a low-performing school. The LDE will prioritize CSP applications from charter schools that would either open or share best practices with charter schools in communities where children are limited to low-performing options (schools with letter grades of "D" or "F"). As previously mentioned, the RSD plays an essential role in creating high-quality educational options by transforming schools within the lowest-performing five percent into new high-quality charter schools. This strategy has proved incredibly successful in New Orleans, where the Brookings Institute ranked the RSD in 2014[ii] as the top school district in the nation for education choice and competition. Furthermore, CREDO's 2013 study found that African-American student living in poverty and that attended a New Orleans charter school experienced learning gains equivalent to 72 days added learning time in reading and 94 days in math when compared to a traditional public school. This strategy is not just limited to New Orleans; in 2012, the RSD launched the Baton Rouge Achievement Zone – an innovative reform model that directly engages community stakeholders to address the needs of the 10,000+ children attending the lowest performing schools in North Baton Rouge (and Louisiana). As a result of this initiative and partnerships with organizations like New Schools for Baton Rouge and Building Excellent Schools, eight new high-quality charter schools will launch in North Baton Rouge by the 2015-16 school year.

Not only does the LDE encourage local stakeholders to take direct agency of the provision of high-quality charter schools, but the LDE also recognizes that collaboration between charter schools and traditional public schools can yield tremendous results, especially for students who would otherwise attend Louisiana's lowest performing schools. Through the CSP grant, the LDE will actively seek to increase the number of high-quality authorizers by conducting workshops with districts and local charter authorizers (LCAs) to share charter school authorization best practices, including how districts can successfully incorporate charter schools into their school portfolio, particularly as an innovative way to address specific student needs. For example, Caddo Parish recently opened a charter school in Shreveport operated by Pathways in Education to specifically serve students at-risk of dropping out.

Furthermore, one of the LDE's charter application standards evaluates an applicant's ability to collaborate with local stakeholders. For example, Tallulah Charter School, a state-authorized charter school serving one of Louisiana's most rural, high-poverty communities, established an early childhood education partnership with the Madison Parish School Board and local Head Start providers. This partnership created a centralized educational daycare program for children zero-to-two-years-old designed to share resources, best practices, and funding to create an equitable early childhood education learning environment throughout the community and foster parental choice. The LDE also encourages districts to leverage School Improvement 1003g federal funds to "restart" a low-performing school into a high-quality charter school. In FY15, over 70 percent of the LDE's 1003g funds were allocated towards restart projects.

Selection Criterion (b): Policy Context for Charter Schools

Sub-Criterion b.1:

Louisiana's charter school law allows for a great deal of flexibility in charter schools and their governing board of directors including governance, budgets and expenditures, personnel and student policies. R.S. § 17:3996 clearly defines the exhaustive list of exemptions that provide flexibility and autonomy to Louisiana's charter schools.

Louisiana's Charter School Law provides that a charter school and its officers and employees are free to exercise any power and perform any fiscal, staffing, and operational function necessary for the management and operation of the charter school that is not specifically denied by its charter, by the charter school law, or by other laws applicable to a charter school. Per R.S. § 17:3996, charter schools are exempt from all state board rules and regulations and any local school board rules and regulations applicable to public schools and their officers and employees, except those specifically outlined in an approved charter and in state law, including health and safety, accountability and assessments and open meetings, among others. R.S. § 17:3997 extends the autonomies to staffing, clearly indicating that share schools have exclusive authority over all employment decisions.

This autonomy and freedom from constrictive rules is at the heart of the charter school movement. While requiring the adoption and use of generally accepted business practices, prudent safety precautions, and education-specific statutes, charter schools are free to develop and implement creative and innovative governance, educational, and management models that will best serve the unique circumstances of the individual schools, including control over the charter school's budgets and expenditures.

Sub-Criterion (b.2.i):

The LDE will notify all charter schools of any federal funding opportunities and federally-sponsored activities and programs that are made available to public schools. In addition, the notices of grant opportunities and policy briefs provided to the LDE by the USDOE Office of Innovation and Improvement via e-mail will be forwarded to each charter school via a weekly newsletter from the LDE to all Louisiana charter schools, and to the Louisiana Association of Public Charter Schools for further dissemination. Additionally, the LDE will communicate such notices on the Department website, through press and media releases.

Since the LDE is the official recipient of all federal education funds in Louisiana, as a matter of policy, the LDE Division of Education Finance includes the charter schools in all of their public school mailings and program notices relative to all state and federal funding sources. The charter schools are included in the State Department of Education's databases that list education entities that are eligible for federal funding.

Both the LDE's finance and program staff will closely monitor the availability of federal funds applicable to charter schools. The Division of Education Finance will maintain separate accounts of allocations of both federal and state dollars that are set aside for charter schools based on their student enrollment count or the individual needs of their students. In addition, each charter school is assigned at least one contact person among the staff at the LDE for programmatic and fiscal issues.

Finally, the LDE, Office of Portfolio staff maintains regular contact with each charter school in Louisiana to discuss the status of federal grants, state appropriations, student enrollment, testing dates, budget adjustments, and any other concern as it relates to charter schools. The established partnership between LDE staff and charter school staff provides for an

additional opportunity to inform the schools of federal and state funds as they become available. The LDE ensures that each charter school in Louisiana is properly advised of their eligibility and of their estimated grant amounts.

Sub-Criterion (b.2.ii):

Once approved, every charter school, regardless of authorizer, is assigned a "site code" in the Department of Education's database. Detailed data is gathered on various aspects of the schools' students and staff. That data is used by the Division of Education Finance to ascertain proper allocations to all LEAs and to each charter school. The Division of Education Finance uses approved allocation methods to ensure that LEAs and charter schools receive their commensurate share of federal and state funds, including funds during the first year of operation.

Audits by the Division of Education Finance and by the Department's program managers representing the individual federal programs ensure proper allocation of federal program funds. The Division of Education Finance is cognizant of their duties and responsibilities to fairly and equitably distribute the federal block and discretionary grants to all schools in Louisiana, including charter schools, in accordance with EDGAR and federal program requirements.

Sub-Criterion (b.3):

Pursuant to Louisiana law R.S. § 17:3995, any Type 1B, 2, or 5 charter school shall be considered the local education agency (LEA) for funding purposes and statutory definitions pursuant to rules adopted by the state board. The LDE makes certain that each individual charter school is treated in the same manner as all other public schools when it comes to providing both federal funding to those schools and services to children with disabilities. Charter schools

cannot deny, reject, punish, dismiss, expel, or otherwise discriminate against any student on the basis of exceptionality or disability. All charter schools are legally responsible for putting all of the necessary systems in place to ensure that children with exceptionalities or disabilities enjoy their right to a Free and Appropriate Public Education (FAPE), as guaranteed by state and federal special education laws (R.S. § 17:3995-17:3996).

Charter schools are required by law (R.S. § 17:3991) to meet an at-risk status requirement for serving educationally disadvantaged students, such that new charter schools are required to maintain an at-risk student population that is equal to the percentage of at-risk students in the district in which the charter school is located or the average of the districts from which the students served by the charter school reside. For more information on at-risk requirements, see "*Selection Criterion (d) – Quality of Plan to Support Educationally Disadvantaged Students.*"

Furthermore, the LDE will implement multiple strategies to guarantee that charter schools adequately serve and comply with all IDEA, 504, title VI of the Civil Rights Act of 1964, and title IX, including, but not limited to: 1) disseminating best practices to authorizers during authorizer workshops regarding the requirements and best practices of charter schools serving students with disabilities; 2) incorporating compliance with all IDEA and 504 requirements as part of the expectations within the Charter School Performance Compact; 3) requiring the review of all new school's plans to serve students with disabilities as part of the pre-opening process; and 4) awarding subgrants for the dissemination of best practices from high-quality New Orleans charter schools regarding serving students with disabilities.

Selection Criterion (c): Past Performance

A 2013 study by Stanford University's Center for Research on Education Outcomes (CREDO) validated the positive impacts in student achievement for students attending Louisiana charter schools.

Compared to the educational gains that charter students would have had in a traditional public school, CREDO's report shows that on average, students in Louisiana charter schools experienced larger learning gains equivalent to 50 more days of learning in reading and 65 more days in math. The same significant growth in reading in math held true for African-American students living in poverty who attended a Louisiana charter school. In addition, the report also found a significant positive impact on special education students attending charter schools equivalent to 50 more days of learning in reading and 36 additional days in math.

Nowhere has the impact of charter schools played a more critical role than in New Orleans following the devastating aftermath of Hurricane Katrina. Under the governance of the Recovery School District and Orleans Parish School Board, charter schools have helped transform New Orleans' educational landscape, leading to significant growth in student attainment in what had historically been one of Louisiana's lowest performing districts. 91% of all schools in New Orleans are charter schools, including 57 charter schools in the Recovery School District, which made national history in the 2014-15 school year by becoming the first major school district to become composed entirely of charter schools. The same CREDO study found that African-American students that both live in poverty and attend a New Orleans charter school experienced an equivalent to 72 more days of learning in reading and 94 more days in math.

Louisiana has been able to witness this growth of high quality education for students across Louisiana and New Orleans because of its commitment to growing high-quality schools. The LDE proposes to use a new, rigorous definition of "high-quality charter school" as described in the "*Application Requirements.*" When cross referencing that definition with historical student data in regards to Louisiana's transition to higher expectations and shifts in how Louisiana holds schools accountable and implementation of a letter grade scoring system, the growth in the number of high-quality schools, as seen below, is best identified within the LDE's rigorous definition by the total number of high-quality charter schools receiving an applicable letter grade

of "A" or "B" over the last five years. Additionally, a historical review of "academically poor-performing charter charter schools" is based on schools receiving an applicable "F" letter grade.

Year	2010-11	2011-12	2012-13	2013-14	2014-15
# High-quality	14	20	20	27	30
# Academically poor-performing	5	6	9	4	6
Total charter schools	95	99	108	121	134

As seen above, Louisiana has stayed committed to expanding and growing the number of high-quality charter schools while managing and holding accountable academically poor-performing charter schools (through either non-renewal, revocation, or voluntary termination). This approach to active portfolio management of quality growth and low-performance reduction has yielded significant gains for the Louisiana charter school movement – which was recently ranked as the #2 healthiest charter school movement by the National Alliance for Public Charter Schools[iii] – and students within the city of New Orleans. Prior to Hurricane Katrina, over 62% of New Orleans students attended failing schools.[iv] Today, due to the thoughtful growth of high-quality schools and refusal to tolerate low-performance, the number of students attending a failing school in New Orleans has been reduced to just 7%. Furthermore, the percentage of students graduating on time has grown from 56% before Katrina to 73% in 2014 and is on pace to surpass the statewide graduation rate of 75% within a year. The percentage of high school graduates eligible for state-funded "TOPS" college scholarships has grown ten percentage points, from 25% before the storm to 35% now. Eligibility for TOPS is tied to the average statewide ACT score, so charter schools in New Orleans are boosting students' preparedness for college at the same time that the bar is rising.

Selection Criteria (d): Quality of Plan to Support Educationally Disadvantaged Students

The LDE supports educationally disadvantaged students in three ways: (1) by holding authorizers accountable for authorizing charter schools that meet demonstrable student needs and for including any breaches in state law or federal law when making high-stakes decisions, such as charter renewal; (2) by holding state-authorized charter schools accountable for meeting state-mandated at-risk requirements and for avoiding, or if necessary quickly resolving, any state or federal compliance violations; and (3) by supporting the spread of research-based best practices for serving educationally disadvantaged students in order to ensure that the models employed by all charter schools and charter developers include those best practices.

Sub-Criterion (d.1):

The LDE's logic model described in the Management Plan and Theory of Action identifies the ways in which the LDE will increase achievement and reduce achievement gaps for educationally disadvantaged students: by (a) supporting charter schools with best practices from high-quality charter schools in Louisiana, which have a demonstrated track record of success serving disproportionately economically disadvantaged student populations; (b) holding charter schools and their authorizers accountable. These strategies are described in greater detail below.

First, the LDE will award six dissemination subgrants to high-quality charter schools that present project designs aligned to LDE's performance objectives to increase student achievement for educationally disadvantaged students. Subgrantees will use grant funds not only to teach best practices for serving educationally disadvantaged students to other charter operators, but also to evaluate how well charter operators implement those best practices. For example, the LDE has set a performance measure to increase the percent of students with disabilities in New Orleans that demonstrate proficiency on state assessments from 39% to 46% (5% above the state

average). A successful subgrantee with a project to teach charter schools a specific strategy for working with special needs students and to evaluate their implementation would therefore contribute directly to closing this achievement gap.

Second, the LDE will award 30 planning and implementation subgrants that will (a) support the replication of charter schools with a track record of successfully serving educationally disadvantaged students and (b) allow the LDE to hold all subgrantees and, through them, their authorizers accountable for serving educationally disadvantaged students. Subgrants will be awarded to applicants if their proposed project goals align with the LDE's CSP project objectives to increase student achievement, particularly for educationally disadvantaged students. The LDE's monitoring plan described in the Project Design describes how the LDE will hold subgrantees accountable for meeting pre-opening requirements and for staying on track to achieve their project goals. In addition, the LDE will hold all BESE-authorized charter schools accountable for meeting academic performance expectations, as described in the LDE's Charter School Performance Compact (appendix E6).

Sub-Criteria (d.2) and (d.4):

Louisiana law requires charter schools to serve an at-risk percentage, including special needs and economically disadvantaged students, equal to the percentage of students who qualify for free or reduced price lunch in the district in which the school is physically located. The LDE will ensure that charter schools attract, recruit, admit, enroll, serve, and retain educationally disadvantaged students and will also monitor to ensure that charter schools comply with federal and state equity, nondiscrimination, and access laws by holding schools and authorizers accountable to this regulation.

The LDE holds all BESE-authorized charter schools accountable according to the CSPC (appendix E6), and which provides for required annual charter school monitoring. If a charter school is found to maintain an at-risk percentage below the required level or to have unresolved compliance violations, the LDE will consider these violations in high stakes decisions such as charter renewal. For example, one charter schools in New Orleans this past year did not have its charter renewed because of its failure to serve special education students. In addition to LDE accountability, many state-authorized charter schools fall under the jurisdiction of the Recovery School District, which achieves its mission to turn around the lowest-performing schools in Louisiana by focusing exclusively on assigning high-quality charter school operators with a track record of success serving educationally disadvantaged students to turn schools around. These schools specialize in closing achievement gaps between the lowest-performing educationally disadvantaged students and their peers.

The LDE holds district-authorized subgrantees and their district authorizers accountable for ensuring that their charter schools serve educationally disadvantaged students through the CSP planning and dissemination subgrant program. The LDE will require all non-SEA authorized subgrant applicants to provide their projected student population so that the LDE can confirm that they meet their at-risk requirements before awarding a subgrant. During the subgrant period, the LDE will review each subgrantee's at-risk percentage twice per year, using enrollment data that subgrantees are already required to provide on October 1 and February 1 annually. The LDE will also require subgrantees to report any state or federal compliance violations found by their authorizer and will consider suspending funding if subgrantee at-risk targets remain unmet or if compliance violations remain unresolved.

Lastly, the LDE conducts federal consolidated monitoring for all schools to ensure proper use of all federal funds designated to serve educationally disadvantaged students.

Sub-Criterion (d.3):

The LDE will encourage innovations in charter schools that are designed to improve the achievement of educationally disadvantaged students by issuing 14 dissemination subgrants that enable high-quality charter schools in New Orleans to share proven best practices with other charter schools and with charter developers. As mentioned at the beginning of this section, charter schools in Louisiana have demonstrated a track record of success significantly improving student outcomes for educationally disadvantaged students. Through dissemination projects, high-quality charter school operators will present innovative best practices to other charter schools and charter developers at workshops and evaluate whether best practices have been implemented well in other charter schools or charter developer pilot programs. These projects will ensure that innovative best practices from high-quality charter schools are shared with all charter schools and charter developers and become part of their practice. In addition, dissemination projects will provide charter developers with an opportunity to incorporate proven best practices from high-quality charter schools into innovative models that they are testing with pilot programs. Charter developers with innovative models that also incorporate best practices from high-quality charter operators are more likely to meet the LDE's evidence-based charter approval standards:.

Selection Criterion (e): Vision for Growth and Accountability

Sub-Criterion (e.1):

The LDE's commitment to ensuring a high degree of accountability for Louisiana charter schools starts with objectively evaluating charter school performance against clear, data-driven performance metrics. As described in "*Selection Criteria (a) - State-Level Strategy*", the LDE annually calculates a School Performance Score (SPS) for all schools based on an analysis of student achievement among state assessments, progress demonstrated by the school's super subgroup of non-proficient students, and measures of attainment and career/college readiness for grades 9-12.

On an annual basis, the LDE publishes a "School Report Card" (appendix E8) for every single Louisiana public school – including all charter schools. These report cards provide a comprehensive overview of each school's student achievement and attainment, including: a) detailed breakdown of the college and career readiness of the school – such as the percentage of students that graduate with both a high school diploma and a passing score on a college credit course; b) performance of the school's non-proficient supers subgroup for both the math and ELA assessments; c) performance disaggregated by specific educationally disadvantaged student populations including students with disabilities and free and reduced lunch students; and d) for most performance measures, a comparison of the school's performance vs. the district average vs. the state average. All of these report cards are circulated directly with schools and available annually on the LDE's website for public consumption. For BESE authorized charter schools, the LDE's Managers of School Performance annually visit each charter school to review their report card, and to use that review as an opportunity to evaluate the school's successes and strategies to address areas of improvement with school leaders and board members. In addition,

the LDE's publicly available data library provides even more exhaustive data files, including data on student retention and discipline.

Sub-Criterion (e.2):

As described in "*Selection Criteria (a): State-Level Strategy*", charter schools play an important role in the LDE's long-term vision for Louisiana. Because charter schools in Louisiana have demonstrated a track record of academic success, especially serving educationally disadvantaged students, the LDE believes that fostering the growth of charter schools will result in better academic outcomes for this student population. During the three-year CSP project period, the LDE will facilitate the launch of at least forty new high-quality charter schools, including ten new non-RSD high-quality charter schools per year in Louisiana. This strategy will enable the LDE to replicate the success of the RSD across the rest of the state, while at the same time supporting the RSD in launching new schools in Baton Rouge as they expand the successes of New Orleans there. As part of the LDE's plan to facilitate the launch of forty new high-quality charter schools, which is clearly outlined in the LDE's Logic Model, the LDE will take the following key actions.

Strengthen Authorizers	**Authorize and Oversee Charter Schools**	**Facilitate Dissemination of Best Practices**
• Share best practices in workshops with districts, LCA developers, and LCAs • Certify and oversee high-quality LCAs	• Run a rigorous charter school application process • Authorize the replication of high-quality charter schools • Hold all state-authorized	• Award CSP dissemination subgrants that enable high-quality charter school operators to share best practices with charter

• Hold districts accountable via subgrants awarded to charter schools they authorize	charter schools to high academic standards • Hold all non-SEA authorized charter schools accountable for their authorizer's performance expectations	developers and monitor their implementation of best practices in pilot programs

This is a feasible plan. The launch of ten charter schools per year is consistent with historical precedent in Louisiana – more than ten new charter schools have launched every year in Louisiana for the past five years. The LDE's strategy, briefly described in the table above and expounded upon in the Management Plan and Logic Model, will enable charter developers to learn best practices from high-quality charter schools and submit high-quality applications and will ensure that all authorizers run high-quality charter application processes and hold their schools accountable for results. Furthermore, Louisiana has been recognized by multiple national organizations for creating a healthy environment for charter school growth. The For example, the National Alliance for Public Charter Schools recently ranked Louisiana nationally as having both the #2 best charter school law[v] and the #2 healthiest charter school movement, and the Brookings Institution ranked the Recovery School District as the top school district nationally for education choice and competition in each of the last three years from 2012 through 2014. The LDE's strategy, coupled with the environment that Louisiana has developed over the past years, will enable the plan described above to succeed.

Sub-Criterion (e.3):

The LDE's mandate for providing Louisiana students with an excellent education encapsulates not just increasing the number of new high-quality schools, but also refusing to tolerate persistent low-performance and a subsequent commitment to supporting the closing of academically poor-performing charter schools. The LDE has held fast to this commitment, proving that the perceived choice between growth and quality is a false dichotomy.

Based on 2013-14 school performance data, six non-alternative charter schools qualified as academically poor-performing charter schools. This low number of academically low-performing school isn't due to a diluted definition of low-performance, but rather serves as a testament to the fidelity of the LDE's commitment to high-quality. Over the last 10 years, over 25 academically low-performing charter schools have closed through either BESE action or voluntary termination. This commitment has paid significant dividends in New Orleans. In 2005 before Hurricane Katrina, over 62% students attended a failing school. Today, the number of students attending a failing schools has been significantly reduced to just 7%.

At the end of the 2014-15 school year, 50% of the academically low-performing schools closed either due directly to authorizer non-renewal (2) or voluntary termination (1). The voluntary termination was the result of ongoing dialogue between LDE, RSD, and school staff which including constant review of the school's poor academic performance vs. the charter school's student performance expectations. BESE also non-renewed an additional charter school due to significant compliance issues as a result of IDEA monitoring.

All BESE closure decisions are informed by the annual data analysis described in sub-criterion 1 and the evaluation of a charter school's performance against the performance expectations set forth in the Charter School Performance Compact. Per Bulletin 126, "No

charter shall be renewed unless the charter operator seeking renewal can demonstrate, at a minimum…improvement in the academic performance of students over the term of the charter school's existence." Furthermore, in 2014, BESE raised the academic bar that charter schools in their second term facing renewal must meet from a "D" letter grade to at least a "C", demonstrating a continued commitment to closing academically low-performing schools.

Once a closure decision has been made, LDE staff works directly with charter school staff, and the RSD staff if applicable, to complete a comprehensive closure-process (appendix E11). This process includes both the proper disposition of any assets purchased with federal funds (including CSP funds) and transfer of student records.

Selection Criterion (f): Dissemination of Information and Best Practices

Sub-Criteria (f.1) and (f.2):

The LDE plays an important role in Louisiana by collecting and disseminating best practices for charter developers, charter schools, and authorizers. For example, the LDE:

- *Maintains online toolboxes for schools, districts, and charter developers* – the toolbox for charter developers includes: Charter Applicant 101 tutorial for new charter developers, a revenue projection model, relevant data and regulations, and recently approved charter petitions.
- *Prepares content-specific guidebooks* - training materials to prepare educators for the shift to higher standards, taught directly to educators at statewide teacher-leader conferences.
- *Coordinates charter school forums where best practices are shared* - distinct, regularly occurring best practice discussion forums with charter developers, New Orleans charter schools, and BESE-authorized charter schools statewide.

- *Sends newsletters that promote best practices and highlight high-quality training opportunities* - newsletters for charter schools, charter developers, districts, and teacher leaders.

In addition, the LDE has chosen to fund two types of dissemination projects with CSP funds because these projects support research they have already conducted. In the first type of dissemination project, high-quality charter schools will conduct best practice workshops that teach other charter schools practices for serving educationally disadvantaged students, such as special needs students. This type of project will build upon and replicate the success of high-quality charter schools in Louisiana that serve a disproportionately high percentage of economically disadvantaged students and that have achieved learning gains that outpace traditional public schools. In the second type of dissemination project, high-quality charter schools will teach charter developers their best practices, including how to implement evidence-based school models, and then evaluate charter developers' implementation of best practices in pilot programs, such as summer programs and after school programs, that charter developers will run in order to ensure that they have mastered best practices before submitting a charter petition. This type of project builds upon: (1) observable trends, for example, that many successful recent charter developers in Louisiana already do this informally, and (2) data indicating which standards in the charter application rubric are met by each charter developer.

CSP dissemination projects will enable the LDE to continue to learn best practices and to share them with charter schools and charter developers. As described in the project design, the LDE will collect progress data at four regular intervals throughout each dissemination project. The LDE will also collect summative data, including the extent to which charter schools that participate in best practice workshops are able to boost student achievement, particularly for

educationally disadvantaged students, and the extent to which charter developers submit successful charter applications. The LDE will evaluate all project data, including student achievement data, to identify both schools that successfully implement best practices and new best practices worth dissemination.

As described in *"Selection Criteria (a): State-Level Strategy"*, charter schools play a significant role in Louisiana's educational landscape because of their ability to achieve learning gains with greater proportions of economically disadvantaged students than traditional public schools. The performance measures outlined in the Management Plan and Theory of Action confirm the LDE's dedication to continuing that trend by seeking to boost student achievement in charter schools generally and for special needs students in New Orleans, specifically. The LDE will prioritize applications from subgrant applicants that propose projects that align with these priorities.

Sub-Criterion (f.3):

Many high-quality charter schools in New Orleans, with the assistance of the Recovery School District, have developed high-quality student discipline and school climate practices that have resulted in a dramatic reduction in student suspensions and expulsions. From 2013 to 2014 the number of expulsions from New Orleans charter schools – which serve an overwhelmingly educationally disadvantaged population – dropped 36%. The LDE will build upon these recent successes by funding dissemination projects that enable high-quality charter school operators to the best practices that have driven these improvements in student discipline and school culture to other charter schools. These projects will help the LDE achieve the project objective to increase student achievement, especially for educationally disadvantaged students.

Sub-Criterion (f.4):

Dissemination subgrants will be awarded to high-quality charter schools that demonstrate a track record of success serving educationally disadvantaged students. See "*Section (i) - Project Design*" for more information. Subgrant applicants must demonstrate that their dissemination projects align with the LDE's project objectives to increase student achievement for educationally disadvantaged students or to increase the number of high-quality charter schools, which traditionally serve a disproportionate percentage of educationally disadvantaged students. In addition, they must provide a cohesive and feasible plan for collecting progress data throughout the length of the project and for communicating that progress data to the LDE.

Selection Criterion (g): Oversight of Authorized Public Chartering Agencies

Sub-Criteria (g.1) and (g.2):

Critical to authorizing high-quality charter schools is ensuring that all Louisiana authorizers possess a rigorous, high-quality charter application process. To ensure that all authorizers use a high-quality common charter application process, the LDE annually develops and releases a high-quality charter application in which all authorizers, including both local districts and LCAs, are required to use (appendix E4). This common charter application includes application requirements and best-practice standards differentiated for new and experienced charter school. The experienced charter school application / standards require experienced operators to provide data-driven evidence of operating existing high-quality charter school that improves student achievement / attainment for educationally disadvantaged students.

In addition, when initially evaluating applicants seeking to become a Local Charter Authorizer, the LDE requires prospective applicants to clearly detail each step of their

application process, as well the academic, organizational, and financial performance criteria the prospective LCAs will use to evaluate a charter applicant's quality. Furthermore, the LDE will conduct annual reviews of LCAs to ensure that their authorization practices and standards consistently align with the Principles and Standards of Quality Charter School Authorizing as published by the National Association of Charter School Authorizers (NACSA).

The LDE will also disseminate authorization best-practices during annual authorizer workshops using CSP admin funds. These workshops will include best practices regarding high-quality application processes that evaluate an applicant's academic, organizational, and financial performance as, well as an applicant's capacity to implement an evidence-based school model that will serve educationally disadvantaged. R.S. § 17:3972 reinforces the commitment to serving at-risk students, stating that when authorizing schools, "the best interests of at-risk pupils shall be the overriding consideration."

Sub-Criterion (g.3):

See "*Competitive Preference Priority 1 - High-Quality Authorizing and Monitoring Processes*" for information on how charter authorizers measure academic and operational performance expectations, the Charter School Performance Compact, and the Alternative Charter School Evaluation Framework. See "*Application Requirements*" for a description of how these frameworks align with the definition of a high-quality school.

The LDE will ensure that all applying LCAs describe the academic and organizational criteria they will use to evaluate charter schools, including any potential alternative framework. The LDE will annually review LCAs to evaluate that their use and measure of academic and organizational performance expectations align with the Principles and Standards of Quality

Charter School Authorizing as published by NACSA. The LDE will also share best practices regarding establishing and measuring academic / organizational performance expectations and possible alternative frameworks during authorizer workshops.

Sub-Criterion (g.4):

See *"Absolute Priority 1 – Periodic review and Evaluation"* for information on the requirements of all authorizers to monitor schools on an annual basis, including an in-depth review at least once every five years to ensure that the charter schools are meeting the terms of their charter or performance contracts and complying with applicable State and Federal laws.

In addition, the LDE annually disseminates information regarding charter school performance via the state School Report Cards and Charter School Annual report. In addition, the LDE will leverage CSP grants to LCA or district authorized charter schools to verify that schools annually meet the performance expectations established by their authorizer during the term of the grant. LCAs are required to provide annual performance reports to the LDE regarding the performance of their schools against their established performance criteria. In addition, through CSP-funded authorizer workshops, the LDE will share best-practices regarding annual charter school evaluation and in-depth reviews to inform renewal/revocation decisions.

Sub-Criterion (g.5):

See *"Competitive Preference Priority 1--High-Quality Authorizing and Monitoring Processes"* for information on how charter authorizers use increases in student achievement as one of the most important factors in renewal decisions, base renewal decisions on a comprehensive set of criteria set forth in the charter or performance and contract, and revoking

or encouraging the voluntary termination of charters held by academically poor-performing charter schools.

In addition, the LDE annually reviews charter school academic, organizational and financial performance with each BESE authorized charter school. This annual review provides an opportunity to establish an ongoing dialogue with charter schools regarding steps to address performance deficiencies. Through this ongoing dialogue, charter schools may choose to voluntarily terminate their charter agreement, as was the case in December 2014 when MillerMcCoy Academy, an academically poor-performing charter school, voluntarily terminated their charter agreement after extensive conversations with the LDE and RSD staff regarding their persistent low performance.

Sub-Criterion (g.6):

The LDE provides an Annual Charter School Report (appendix E12) to BESE, which includes an overview of all Louisiana charter school's academic performance, as well as whether or not BESE-authorized charter schools met their organizational and financial performance expectations. This information is supplemented in two ways: 1) the LDE also makes publicly available a School Report Card for all Louisiana public schools that reviews each school's student achievement and attainment performance, including a detailed breakdown of how the school's educationally disadvantaged students performed, as well as the school's progress of improving education for its non-proficient super subgroup; and, 2) a detailed annual review provided directly to charter schools which breaks down their performance against all academic, organizational, and financial performance criteria. LCAs are also required by Bulletin 126 to

provide a public report annually to BESE that details the performance of their portfolio of schools. The LDE will share best practices with LCAs regarding providing these annual reports.

Sub-Criterion (g.7):

"Selection Criterion (b) – Policy Context for Charter Schools" provides a clear overview of all the autonomies in which charter schools are guaranteed and *"Competitive Preference Priority 1--High-Quality Authorizing and Monitoring Processes"* for details on how authorizers still hold charter schools accountable for meeting performance expectations.

In addition, when reviewing applications from organizations seeking to become LCAs, the LDE reviews: 1) the terms of their proposed model to ensure it clearly articulates the charter school's autonomy and performance measures in which they will be held accountable; and 2) the LCA's operating philosophy regarding respecting school autonomy while still holding schools accountable. The LDE will also share model contract templates that outline both autonomy and systems of accountability during authorizer workshops.

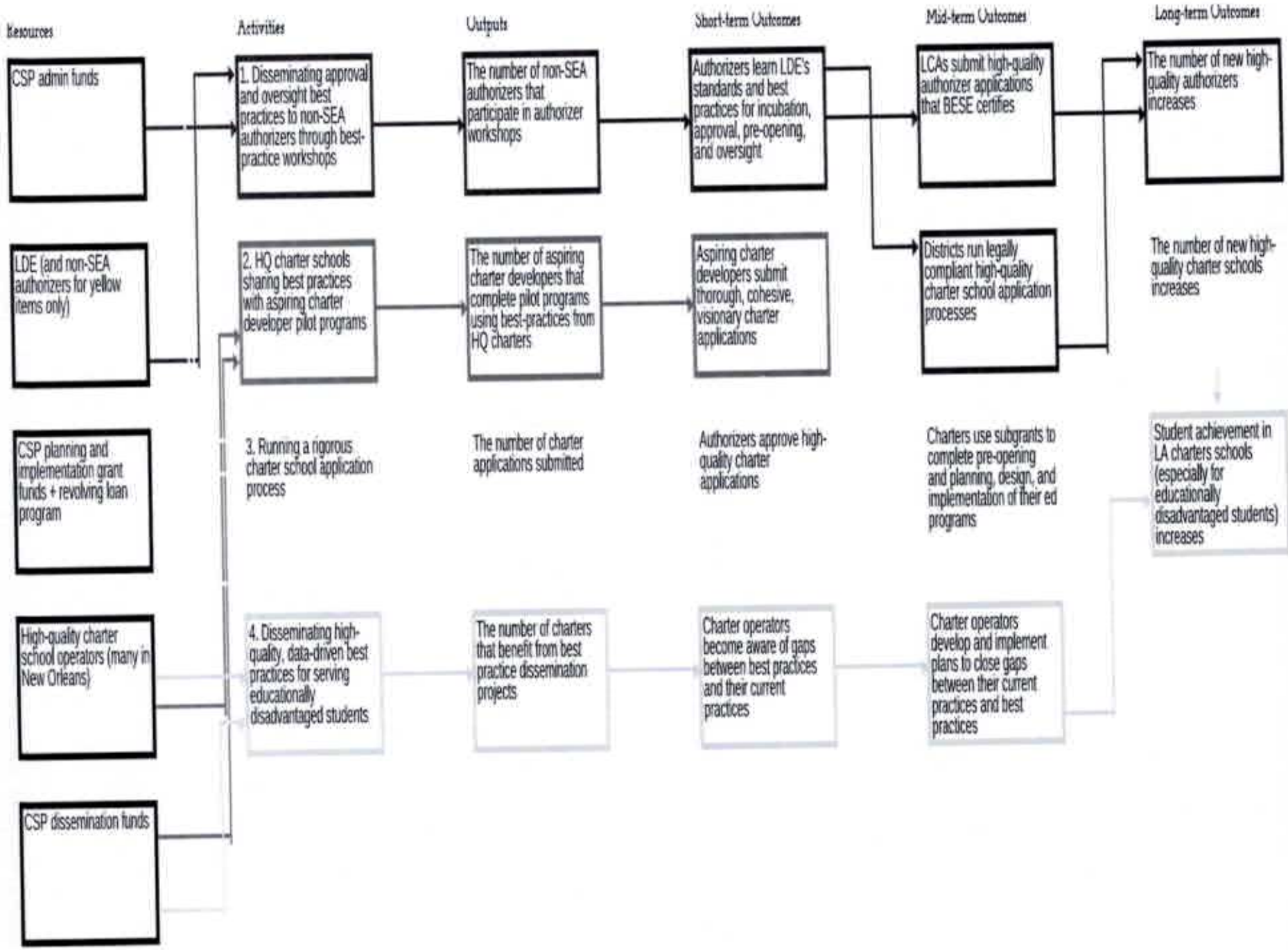
Sub-Criterion (g.8):

See *"Selection Criteria (a) – State Level Strategy"* for more information regarding the school's accountability system inclusive of transition to nationally recognized college- and career- ready standards. The LDE's committed to ensuring continued accountability while still actually raising it during this transition. BESE enacted policy in 2014 that raised the academic performance bar that charter schools in at least their second contract term must meet for a renewal for another term from a "D" letter grade to a "C".

Selection Criterion (h): Management Plan and Theory of Action

Sub-Criterion (h.1):

The LDE's logic model, included on the following page, shows how the LDE will simultaneously increase the number and quality of authorizers, strengthen the charter applicant pipeline, and provide opportunities for high-quality charter schools to support their peers. These objectives reinforce each other. Strong authorizers both benefit from and are necessary to approve high-quality charter applicants and to oversee high-quality charter schools, ultimately leading to improved student performance, especially for educationally disadvantaged students.



Project Name - Louisiana Charter Schools Program
Author - Office of Portfolio
School or organization - Louisiana Department of Education
Description - Application for Charter Schools Program - State Educational Agencies Grant

Sub-Criterion (h.2):

As described in the logic model, CSP funding will enable the LDE to achieve three outcomes: 1) increase the number of high-quality charter school authorizers; 2) increase the number of high-quality charter schools; and 3) improve student achievement for educationally disadvantaged students enrolled in Louisiana charter schools. The LDE has established the following project specific performance measures to track progress towards achieving the three outcomes identified in the Logic Model.

Project Objective #1: Increase the # of high-quality charter school authorizers		
Performance Measure 1.A: *Number of new non-SEA charter authorizers in Louisiana that authorize charter schools by the end of the 3-year grant period.* *Importance: Directly relates to the overall increase of high-quality charter authorizers, and subsequently, the number of new high-quality charter schools.*		
Baseline Data	Performance Target	Data Collection
2014-15: 9 total non-SEA charter authorizers (9 districts and 0 LCAs)	Increase from 9 to 15 non-SEA authorizers by the end of the 3-year grant period – corresponds to 3 new LCAs and district authorizers and a 67% increase of non-SEA authorizers.	Non-SEA authorizers must report all newly approved charter schools to the LDE, enabling the LDE to verify the # of non-SEA authorizers.
Performance Measure 1.B: *Percent of LCAs that have a charter school portfolio with an*		

average charter school performance equivalent to a letter grade of "A" or "B" *Importance: Demonstrates an LCAs ability to authorize and oversee high-quality charter schools*		
Baseline Data	Performance Target	Data Collection
N/A – no current LCAs. Once an LCA becomes certified, the LDE will analyze student achievement results of LCA authorized schools to determine baseline data.	100% of LCAs annually receive an "A" or "B" LG based on their schools' assessment results – 100% goal aligns to BESE only certifying high-quality LCAs.	LDE will analyze student achievement results of LCA authorized schools to determine LCA letter grades.
Performance Measure 1.C: *Percent of LCAs that demonstrate authorization and oversight policies and procedures in alignment with the principles and Standards of Quality Charter School Authorizing published by NACSA based on formal site visits conducted by the LDE.* *Importance: Evaluates LCA's quality of authorization and oversight policies and procedures.*		
Baseline Data	Performance Target	Data Collection
N/A – no current LCAs. LDE will establish baseline after evaluating LCA's authorization/oversight policies and procedures upon certification.	100% of LCAs annually demonstrate high-quality authorization and oversight policies and procedures - 100% goal aligns to BESE only certifying initially high-quality LCAs.	LDE staff will conduct formal annual site visits - including review of evidence/artifacts and interviews with LCA staff - that enable the LDE to evaluate the LCA against

		specific NACSA Quality Charter School Authorizing principles and standards.

Performance Measure 1.D: *Number of LCAs, prospective LCAs, and districts that participate in SEA-sponsored charter school authorization and oversight best practices workshops.*

Importance: High workshop participation enables the SEA to maximize its dissemination of high-quality charter authorization best practices.

Baseline Data	Performance Target	Data Collection
N/A – the LDE does not currently conduct workshops. The LDE will survey districts and prospective LCAs to gauge interest to establish initial participation baseline.	At least 25 unique LEAs, LCAs, or organizations eligible to apply to become LCAs will participate in the authorizer best practices workshops by the end of the 3-year grant. Represents ~3x the current number of Non-SEA charter authorizers.	LDE staff will collect participation surveys after each workshop to verify attendance, as well as evaluate effectiveness and quality of each individual workshop.

Project Objective #2: Increase the number of high-quality charters schools in Louisiana, especially those serving educationally disadvantaged students.

Performance Measure 2.A: *The number of dissemination projects of high-quality charter*

schools sharing best practices with a independent "pilot-program" charter developer that result in the charter developer leveraging the best practices to submit an approved charter application. *Importance: Sharing best practices from current high-quality charter schools to prospective charter developers contributes to increasing the future number of high-quality charter schools.*		
Baseline Data	Performance Target	Data Collection
N/A - LDE has not previously issued dissemination projects. Baseline data for the project will be developed based on an initial evaluation conducted by the high-quality charter school of the charter developer's readiness against charter application standards.	At least 5 dissemination projects during the 3-year grant will result in "pilot program" charter developer leveraging the shared best practices from the high-quality charter school to submit an approved charter application.	LDE will collect records of approved charter applications to verify application status of the "pilot-program."
Performance Measure 2.B: *The number of high-quality non-Recovery School District charter school applications annually approved across Louisiana, including the number authorized by LCAs and districts.* *Importance: Represents the Louisiana charter landscape's ability to build upon the successes of high-quality schools in the RSD - New Orleans and replicate/grow that success across the state, and the increased authorizing of high-quality non-SEA charter school authorizers.*		
Baseline Data	Performance Target	Data Collection
6 total non-RSD charter school	At least 10 high-quality	For all authorizers, the LDE

applications were approved across Louisiana during the 2014 charter application cycle.	charter schools authorized annually, including at least 5 total high-quality charter schools authorized annually by LCAs and districts.	will annually track the number of charter school applications submitted and approved.
Performance Measure 2.C: *The percent of all BESE-authorized charter schools and all charter schools authorized by an LCA or district receiving a CSP subgrant that successfully complete all pre-opening milestones established by their respective authorizer.* *Importance: Successful pre-opening completion indicates likelihood of successfully opening*		
Baseline Data	Performance Target	Data Collection
N/A - the LDE has not previously evaluated pre-opening plans for locally authorized schools. LDE will establish a baseline based on timely completion of all schools' first quarter pre-opening milestones.	100% of all BESE-authorized and CSP recipient schools will successfully complete all pre-opening milestones.	The LDE will collect all pre-opening plans, review quality and comprehensiveness of plans from LCAs and districts, and work with respective authorizers to evaluate each charter's completion of pre-opening milestones.
Project Objective #3: Improve student achievement for educationally disadvantaged students enrolled in Louisiana charter schools.		

Performance Measure 3.A: *Percent of charter school CSP recipients that, upon opening, annually demonstrate at least 5 points of growth from their Pre-Assessment Index (Pre-AI).* *Importance: LA charter schools significantly serve more economically disadvantaged students (78.3% charter-wide average, 82.8% for BESE-authorized charters) than the statewide average (67.5%). Annual growth of at least 5 points from the Pre-Assessment Index represents a new school's projection to meet charter school renewal and extension standards.*		
Baseline Data	Performance Target	Data Collection
N/A -since the LDE transitioned to assessments on nationally recognized college and career ready standards this year, the LDE will use assessment results to establish a baseline going forward.	90 % of CSP-recipients demonstrate annual 5 points of growth from their pre-assessment index. Increased goal due increase quality of charter school implementation stemming from the CSP grant.	LDE charter school staff will coordinate with LDE assessments and accountability staff to evaluate each school's growth against their Pre-AI.

Performance Measure 3.B: *Number of high-quality, data-driven dissemination projects that share best practices pertaining to improving student achievement for specific educationally disadvantaged student populations.* *Importance: Sharing best practices for serving educationally disadvantaged students will improve student achievement for respective students in New Orleans and across Louisiana.*		
Baseline Data	Performance Target	Data Collection
N/A (0) – LDE has not historically	6 total high-quality, data-	LDE charter staff will

funded dissemination projects.	driven dissemination projects during the three year grant period. The LDE will coordinate with charter school stakeholders to ensure achievement of 6 projects.	establish project-specific data-driven metrics and evaluate the project's performance against those metrics to verify quality.
Performance Measure 3.C: *Percent of students w/ disabilities (SPED) in New Orleans (both RSD & Orleans Parish charters) that demonstrate proficiency according to state assessments. Importance: Represents significant growth in student achievement for a population of educationally disadvantaged students.*		
Baseline Data	Performance Target	Data Collection
2014: 39% proficiency rate for New Orleans SPED students	46% proficiency by the end of the 3-year grant (2.3% annually) - exceeds the statewide avg. (41%) by 5% and results in 30% Post-Katrina growth (2007-16%)	Portfolio will coordinate with LDE assessments / accountability staff to evaluate SPED % proficiency growth based on annual state assessments.

Sub-Criterion (h.3):

Two key LDE charter school related teams will implement the LDE's CSP-SEA grant: 1) The Office of Portfolio (Portfolio) – which will oversee the CSP grant administration (including subgrant application processes and evaluating subgrant performance to determine the LDE's

progress towards achieving CSP objectives among key timelines and milestones), as well as SEA application processes for charter schools and LCAs; and, 2) the Charter School Accountability Team – which performs oversight and accountability for all LCAs and BESE-authorized charter schools. Monitoring over CSP start-up and dissemination grants and addressing any compliance issues will be conducted by both respective teams.

Portfolio will also coordinate with additional LDE teams to ensure successful administration of the CSP grant. LDE's EdFinance team will oversee physical distribution of CSP funds, including revolving loan funds, in accordance with LDE's budget and will recoup loan funds by withholding per pupil payments. LDE's Audit Resolution team – which already centralizes audit resolution functions for all LDE state and federal grants that charter schools receive – will incorporate CSP funds into their processes to resolve any findings related to CSP funds that are identified in an audit or monitoring review conducted by Portfolio or the Charter School Accountability Team. Lastly, the LDE Assessments teams will provide critical student achievement data to Portfolio, enabling Portfolio to evaluate the CSP grant's performance.

To facilitate evaluation of the grant's performance, the LDE will align all key grant milestones with both: a) timeframes established within the project-specific performance measures; and, b) application and oversight processes the LDE already has in place (ex: evaluation of planning phase for CSP subgrants to open new high-quality charter schools will align with the pre-opening timeline already established by the LDE).

Staff (Team)	**CSP-SEA Grant Responsibilities**
Brian Darrow	· Lead Portfolio Team – former CSP project director
David Shepard	· CSP-SEA project director: oversee CSP subgrant application processes,

(Portfolio)	collects data from all respective team members to evaluate grant performance against established performance measures · Conducts LCA application process / hosts authorizer best-practice workshops
Freddi Wicker (Portfolio)	· Develops Louisiana common charter school application/timeline and conducts the LDE's charter school application process · Conducts oversight/compliance monitoring for dissemination projects for high-quality charters with "pilot-programs;" reports performance to David
Patrick Walsh	· Leads Office of Statewide Monitoring division – which includes both the Charter School Accountability and Audit Resolution teams
Max Daigh (Charter Accountability)	· Oversees pre-opening process and monitors compliance for all new charters · Conducts oversight/compliance monitoring of CSP planning and implementation subgrants for new charters; reports performance to David
Olin Parker (Charter Accountability)	· Conducts oversight/compliance monitoring for BESE-authorized charter schools and LCAs according to BESE's performance expectations · Conducts oversight/compliance monitoring for educationally disadvantaged best-practice sharing dissemination projects; reports performance to David.
Linda Tindall (Audit	· Leads audit resolution team and process to recover CSP funds due to findings that are identified in an audit or through the CSP Monitoring

Resolution)	process.
Paula Matherne (EdFinance)	· Distributes all CSP funds, including subgrant and revolving loan funds, and coordinates statewide funding to withhold revolving loan repayments. · Monitors use of all CSP funds against CSP budgets.
Zhanying Zong (Assessments)	· Liaison w/ LDE Assessments & Accountability data team – coordinates providing all CSP-related charter school student achievement data to David.

Selection Criteria (i): Project Design

The LDE has customized the subgrant application evaluation criteria, project timeline, and monitoring process for each type of subgrant recipient in order to ensure that all subgrant recipients are aligned to the LDE's project goals and set up for success.

Sub-Criterion (i.1):

All subgrant applications must include:
• Goals aligned to performance measures described in Selection Criteria (h) • Process used to collect data and measure progress towards achieving goals • Incremental impact of CSP funds towards achieving subgrant goals • Evidence of organizational capacity to complete the project goals
In addition, the LDE will require unique information from different subgrant applicants:

Subgrant	Unique Information
Planning and Implementation + Revolving Loan Fund	• Plan to launch a high-quality charter, including the target student population and the plan to serve educationally disadvantaged students • Demonstrated financial need for the grant • If not authorized by BESE, the authorizer's pre-opening checklist; authorizer's academic, organizational, and financial performance expectations; and plan to meet checklist requirements and performance expectations
Dissemination - Best Practices, Educationally Disadvantaged Students	• Evidence of qualification as a high-quality charter school • Plan to share best practices with other charters (Ex. train charter operators in New Orleans on innovative practices for serving special needs students, then conduct site visits to evaluate participating charter schools' implementation of those practices)
Dissemination - Pilot Programs	• Evidence of qualification as a high-quality charter school • Plan to share best practices with other charters (Ex. conduct workshops for charter developers on data driven instruction, then visit developer pilot programs - after school programs, summer programs, etc.. - to evaluate use of data driven instructional techniques)

Peer Review Process and Timeline: CSP subgrant applications will be reviewed according to the following annual timeline:

October	LDE selects peer reviewers from among staff at high-quality charter schools not seeking CSP subgrants. LDE designs a unique rubric for each type of subgrant (planning and implementation, dissemination - best practices, dissemination - pilot programs) and trains peer reviewers to evaluate subgrant applications according to criteria aligned to subgrant application - quality of the project, alignment with LDE performance measures, quality of plans to measure progress, and project impact. LDE releases CSP subgrant application.
November	CSP subgrant applications due. Three reviewers evaluate each subgrant application independently on each criteria, meet to discuss evaluations, and submit one final team evaluation per subgrant application to the LDE.
December	BESE allocates CSP planning/implementation and dissemination subgrants to recipients according to the peer review team's recommendations, and issues additional revolving loan funds to CSP planning/implementation subgrantees.

Year-by-Year Estimate: The LDE will allocate 44 subgrants over three years -

Subgrant	Avg. Award	Year 1	Year 2	Year 3
Planning and Implementation - Cohort 1	$275,000	10		
Planning and Implementation - Cohort 2	$200,000		10	
Planning and Implementation - Cohort 3	$125,000			10
Dissemination - Best Practices	$57,142.86	3	3	

Dissemination - Pilot Programs	$57,142.86	4	4	

Assumptions:

- Planning and Implementation (Cohort 1): Covers 50% of projected $250K per school need based on average historic needs of previous Louisiana charter schools (approx $125K)
- Planning and Implementation (Cohort 2): Provides funds for planning and one implementation year, with the possibility to receive funds for a second implementation year if the LDE receives additional grant funds
- Planning and Implementation (Cohort 3): Provides funds for planning, with the possibility to receive funds for up to two years of implementation if the LDE receives additional grant funds.
- Dissemination - Best Practices: Projected cost of sharing best practices including 25-50% of one FTE at the assisting charter school.
- Dissemination - Pilot Programs: Projected cost of sharing best practices to and evaluating pilot program including 25-50% of one FTE at the assisting charter school.

Loan: All planning and implementation subgrant recipients also automatically qualify for a $40,000 one-time no-interest CSP loan, which they may use to supplement grant funds received in the first year of the subgrant. The CSP loan will be administered concurrently with the LDE's pre-established $500,000 no-interest charter school loan program, and it will be monitored according to the same timeline and process as all planning and implementation subgrants. To recoup the CSP loan, the LDE will withhold $20,000 in per pupil payments at the end of both the subgrantee's first and second years of operation.

Previous CSP Subgrant: With the CSP grant that Louisiana received in 2009, the LDE allocated 52 subgrants out of 65 eligible subgrant applicants (80%). Subgrantees include 21 out of 24 charter schools within the jurisdiction of the RSD that are no longer in turnaround status and are no longer failing.

Sub-Criterion (i.2):

The LDE's monitoring process consists of both ongoing fiscal and programmatic monitoring:

Ongoing fiscal monitoring: On a quarterly basis the LDE will review subgrantee's reimbursements to date and collect an updated inventory log documenting items with unit cost greater than $300 purchased with CSP funds. If subgrantees are not spending CSP funds, the LDE will require subgrantees to submit a plan for drawing down funds. If subgrantees are not documenting inventory, the LDE will require an inventory list to be submitted within one week before a site visit is triggered. Should a CSP subgrantee close, the LDE has controls in place to ensure the proper disposition of CSP-funded inventory and transfer of student records, including offering CSP-funded inventory first to other CSP recipients. Fiscal monitoring will additionally be built into the LDE's centralized consolidated monitoring process. Through this consolidated monitoring process, the LDE conducts federal compliance monitoring across all federal sources for an LEA at one time. If the compliance monitoring or annually submitted fiscal audit reveal findings regarding the use of CSP-funds, the Audit Resolution team will directly engage the recipient to enact corrective action plans and/or repayment of CSP funds.

Ongoing programmatic monitoring: To ensure that all subgrant recipients stay on track to achieve their project goals, the LDE differentiates programmatic monitoring based on subgrantee

progress. On a quarterly basis, all subgrantees update the LDE on progress towards their goals using the data described in their approved subgrant application. After receipt of quarterly reports, the LDE meets with subgrantees that are not on track to achieve their goals so that LDE staff may work with subgrantees to identify the root causes of their poor performance. The LDE requires subgrantees to submit an action plan with a detailed set of activities describing steps to get back on track within a week of the meeting.

For each type of subgrant, the LDE will collect the following data:

3-year planning and implementation subgrants - awarded in years 1, 2, and 3, of the LDE's grant period - will be monitored by Max Daigh, who oversees new charter school start-up and accountability for the LDE. Subgrants awarded in years 2 and 3 of the LDE's grant period will receive 2-year and 1-year subgrants, respectively, with the possibility of extending the subgrant period upon LDE's receipt of a future grant.	
Ongoing progress monitoring: In subgrant year 1, the LDE will review quarterly progress towards meeting pre-opening milestones. In subgrant years 2 and 3, the LDE will review quarterly progress data as defined in approved subgrant applications in addition to regular oversight of all BESE-authorized charter schools.	Alignment to performance measures: In subgrant year 1, will help LDE achieve 2.C (completion of pre-opening). In subgrant years 2 and 3 will help LDE achieve 3.A (increased student achievement).
Two-year best practices dissemination subgrants - awarded in years 1 and 2 of the LDE's grant period - will be monitored by Olin Parker, who oversees ongoing accountability charter	

accountability for the LDE.	
Ongoing progress monitoring: In subgrant years 1 and 2, the LDE will collect progress data as defined in subgrantees' approved subgrant applications on a quarterly basis.	Alignment to performance measures: In subgrant year 1, will help LDE achieve 3.B (number of dissemination projects). In subgrant year 2, will help LDE achieve 3.C (increased SPED student achievement).
Two-year dissemination pilot program subgrants - awarded in years 1 and 2 of the LDE's grant period - will be monitored by Freddi Wicker, who oversees the LDE's charter authorization process.	
Ongoing progress monitoring: In subgrant years 1 and 2, the LDE will collect progress data as defined in subgrantees' approved subgrant applications on a quarterly basis.	Alignment to performance measures: In subgrant year 2, will help LDE achieve 2.A (dissemination pilot program projects resulting in approved charters) and 2.B (number of approved charters)

Sub-Criteria (i.3):

By awarding subgrants for projects that align with the performance targets described in Selection Criterion (h), the LDE prioritizes subgrant applications in a manner consistent with Louisiana's approach to rewarding high expectations for students and providing consequences if accountability targets aren't met. Specifically, the LDE will prioritize:

- Subgrant applications that result in new high-quality charter schools or increased charter school achievement in districts with "D" and "F" letter grades, consistent with the LDE's charter application framework that allows charter developers to submit applications directly to the state, bypassing the local district, for schools that would be located in "D" or "F" districts.
- Subgrant applications that support the replication of high-quality charter schools or the dissemination of their best practices, consistent with LDE charter regulations that have created a streamlined charter application for charter schools with a track record of success and an auto-replication mechanism for charter schools with an "A" or "B" letter grade.
- Subgrant applications that support the achievement of educationally disadvantaged students, such as special needs students in New Orleans, consistent with the LDE's charter accountability framework that have captured the significant gains that charter schools in Louisiana have made with traditionally underserved student populations.

Sub-Criterion (i.4):

The LDE will inform teachers, parents, and communities of the CSP program through multiple forms of communication, including a press release to announce receipt of the grant and information about the grant program that will be posted on the LDE's website, both of which will reach all three constituencies. In addition, the LDE will communicate information about CSP through various newsletters, including the charter school newsletter, charter developer newsletter, and district newsletter.

Sub-Criterion (i.5): The LDE does not request any waivers of statutory or regulatory provisions.

CSP-SEA Application Requirements:

i. Academically poor-performing schools: The LDE will define "academically poor-performing schools" as a charter school in operation for at least three years that has: (1) received an "F" letter grade according to the LDE's accountability system, or is a BESE-approve alternative charter school and has not met above 50% of expectations according to the Alternative Charter Evaluation Framework; and, (2) was not designed as a Reward School- High Progress School as defined in the LDE's ESEA-waiver.

This definition incorporates low-performance within the LDE's accountability system while still providing as rigorous of a definition as the federal requirements. Based on 2013-14 performance data, non-alternative public schools that received an "F" letter grade, which includes progress points that assess the school's student achievement growth the non-proficient super subgroup, represented 4.9% of all Louisiana public non-alternative schools. The LDE's definition provides an exception for schools that receive and F but also is designated as a Reward School- High Progress School for schools that achieve their super subgroup AMO. Finally, an alternative school's failure to exceed 50% of performance expectations (including student achievement, attainment, and stability) specific for the school's non-traditional student population proves indicative of low-performance.

ii. Disseminating best practices: See *"Selection Criterion (f) – Dissemination of Information and Best Practices"*

iii. Federal funds: See *"Selection Criterion (b) – Policy Context for Charter Schools"*

iv. High-quality charter school: The LDE will rigorously define a Louisiana "High-quality charter school" as a charter school that meets the federal definition requirements a4 and a5

regarding results on a performance framework and significant compliance issues, and has showed evidence of strong student achievement and attainment based on one of the following factors: 1) receiving an "A" letter grade according to the LDE's letter grade scale; 2) received a school performance score that outperforms the overall performance score of the district in which the charter resides while meeting applicable at-risk percentages for economically disadvantaged students; 3) being designated as a Reward School- High Progress School per the LDE's ESEA-waiver; or 4) being designated as a BESE-approved alternative charter school that meets the top tier of expectations according to the Alternative Charter School Evaluation Framework.

This rigorous definition both: a) aligns the federal definition to the LDE's accountability system; and b) ensures that all "high-quality charter schools" demonstrate both increases in student achievement / attainment and progress in closing achievement gaps for educationally disadvantaged students. The LDE's accountability system ensures that only schools that earn an "A" letter grade demonstrate progress towards closing achievement gaps across subgroups. In addition, schools meeting applicable at-risk requirements for economically disadvantaged students and out-performing the local district provides clear indication of both student achievement/attainment and closure of local achievement gaps Furthermore, being designated as a Reward School- High Progress School equates to the school achieving their super subgroup AMO or non-"A" schools demonstrating meaningful overall growth on the letter grade scale (i.e. 10 points). Lastly, alternative schools meeting the top tier of the Alternative Charter School Evaluation Framework demonstrate significant progress towards improving student achievement/attainment outcomes for their specific non-traditional student population.

v. IDEA compliance: See *"Selection Criterion (b) – Policy Context for Charter Schools"*

vi. Logical model: See *"Selection Criterion (h) - Management Plan and Theory of Action"*

vii. Lottery and preferences: Charter schools are allowed to admit students after the close of the application period, based on a lottery, if the total number of eligible applicants exceeds the capacity of the program, class, grade level, or school. Louisiana charter law (R.S. 17:3991) allows charter schools to use the lottery in order to achieve maximum enrollment capacity, while at the same time meeting at-risk percentages. The law provides for exemptions from the lottery for students previously enrolled in the charter school and their siblings. Lotteries do not give preferences unless they are weighted towards giving preference to disadvantaged students. In addition, all types of charter schools, except Type 2 charters, may also include enrollment preferences for students residing within geographic boundaries immediately surrounding each school, and Type 2 charters may establish residency requirements to include all students living within the state or as restricted to a particular district or districts.

The LDE provides enrollment policies and procedures, as part of the charter school contract, that includes the policies and procedures for conducting a lottery, and enrollment preferences or exemptions from the lottery as defined by Louisiana charter school law. The LDE requires BESE authorized charter schools to submit their enrollment plans for approval during the pre-opening process. In addition, The LDE monitors the approved charter contract, thereafter, to ensure that the enrollment plan complies with Louisiana charter school law and policy.

The LDE requires CSP subgrantees to submit a description of recruitment and admissions policies and practices, a description of the proposed lottery and any enrollment preferences or exemptions from the lottery the charter school employs or plans to employ and its alignment with Louisiana charter law and authorizing statute, as part of the pre-opening process. The LDE will monitor the approved charter contract, thereafter, to ensure that the enrollment plan complies with Louisiana charter school law and policy.

viii. Objectives: See *"Selection Criterion (h) - Management Plan and Theory of Action"*

ix. Revolving loan funds: See *"Selection Criterion (i) – Project Design"*

x. Waivers: See *"Selection Criterion (i) – Project Design"*

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[i] Center for Research on Education Outcomes (2013). "Charter School Performance in Louisiana." Stanford, CA, CREDO at Stanford University. Stanford University, Stanford, CA. Available from: https://credo.stanford.edu/documents/la_report_2013_7_26_2013_final.pdf

[ii] Whitehurst, Grover J. and Whitefield, Sarah. (2013). "Brookings: The 2014 Education Choice and Competition Index." Retrieved July 13, 2015, from http://www.brookings.edu.

[iii] National Alliance for Public Charter Schools (2014). "*The Health of the Public Charter School Movement.*" Retrieved July 13, 2015, from http://www.publiccharters.org.

[iv] Rossmeier, Vincent and Sims, Patrick. (2015). "The State of Public Education in New Orleans 10 Years After Hurricane Katrina." Tulane University Cowen Institute for Public Education Initiatives. New Orleans, LA. Available from: http://www.speno2015.com/

[v] National Alliance for Public Charter Schools (2015). Louisiana. Retrieved July 13, 2015, from http://www.publiccharters.org/get-the-facts/law-database/states/la/

Other Attachment File(s)

*** Mandatory Other Attachment Filename:** Appendix_A_Charter_School_Program_Assurances.pdf

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Tracking Number:GRANT11962226 Funding Opportunity Number:ED-GRANTS-061515-001 Received Date:Jul 15, 2015 02:04:54 PM EDT

Charter Schools Program Assurances – State Educational Agencies

Pursuant to Section 5203(b)(3) of the Elementary and Secondary Education Act of 1965, as amended (ESEA); Title III of the Consolidated and Further Continuing Appropriations Act, 2015; and sections 200.302(a) and 200.331(d) of the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards, a State educational agency (SEA) application for a grant under the CSP must contain the following assurances.

As the duly authorized representative of the applicant, I certify to the following:

1) The applicant will require each eligible applicant desiring to receive a subgrant to submit an application to the SEA containing:

   A. A description of the educational program to be implemented by the proposed charter school, including (i) how the program will enable all students to meet challenging State student academic achievement standards; (ii) the grade levels or ages of children to be served; and (iii) the curriculum and instructional practices to be used;

   B. A description of how the charter school will be managed;

   C. A description of (i) the objectives of the charter school; and (ii) the methods by which the charter school will determine its progress toward achieving those objectives;

   D. A description of the administrative relationship between the charter school and the authorized public chartering agency;

   E. A description of how parents and other members of the community will be involved in the planning, program design and implementation of the charter school;

   F. A description of how the authorized public chartering agency will provide for continued operation of the school once the Federal grant has expired, if such agency determines that the school has met its objectives;

   G. A request and justification for waivers of any Federal statutory or regulatory provisions that the eligible applicant believes are necessary for the successful operation of the charter school, and a description of any State or local rules, generally applicable to public schools, that the applicant proposes to be waived, or otherwise not apply to, the school;

   H. A description of how the subgrant funds will be used, including a description of how such funds will be used in conjunction with other Federal programs administered by the U.S. Secretary of Education;

   I. A description of how students in the community will be (i) informed about the charter school; and (ii) given an equal opportunity to attend the charter school;

   J. An assurance that the eligible applicant will annually provide the Secretary and the SEA such information as may be required to determine if the charter school is making satisfactory progress toward achieving the objectives described in subparagraph (C)(i);

   K. An assurance that the applicant will cooperate with the Secretary and the SEA in evaluating the program assisted under this subpart;

   L. A description of how a charter school that is considered a local educational agency under State law, or a local educational agency in which a charter school is located, will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education Act;

M. If the eligible applicant desires to use subgrant funds for dissemination activities under section 5202(c)(2)(C), a description of those activities and how those activities will involve charter schools and other public schools, local educational agencies, developers, and potential developers; and

N. Such other information and assurances as the Secretary and SEA may require.

2) The applicant will –

A. Use the grant funds to award subgrants to one or more eligible applicants in the State to enable the applicant to plan and implement a charter school in accordance with this program; and

B. Use a peer review process to review applications for subgrants.

3) State law, regulations, or other policies in the State where the applicant is located require that –

A. Each authorized charter school in the State operate under a legally binding charter or performance contract between itself and the school's authorized public chartering agency that describes the obligations and responsibilities of the school and the public chartering agency; conduct annual, timely, and independent audits of the school's financial statements that are filed with the school's authorized public chartering agency; and demonstrate improved student academic achievement; and

B. Authorized public chartering agencies use increases in student academic achievement for all groups of students described in section 1111(b)(2)(C)(v) of the ESEA as one of the most important factors when determining to renew or revoke a school's charter.

4) The applicant will monitor the activities of the subrecipient as necessary to ensure that the subaward is used for authorized purposes, in compliance with Federal statutes, regulations, and the terms and conditions of the subaward; and that subaward performance goals are achieved.

5) The applicant and each subrecipient will use financial management systems, including records documenting compliance with Federal statutes, regulations, and the terms and conditions of the Federal award, that are sufficient to permit the preparation of reports required by general and program-specific terms and conditions; and the tracing of funds to a level of expenditures adequate to establish that such funds have been used according to the Federal statutes, regulations, and the terms and conditions of the Federal award.

John White
NAME OF AUTHORIZED OFFICIAL

State Superintendent
TITLE

SIGNATURE OF AUTHORIZED OFFICIAL

7/14/15
DATE

LA Dept. of Education
APPLICANT ORGANIZATION

7/14/15
DATE SUBMITTED

Brian A. Darrow

[redacted] [redacted]

Professional Experience

Louisiana Department of Education, Baton Rouge, LA — August 2012 - Present

Acting Executive Director, Office of Portfolio — May 2015 - Present

Previous Office of Portfolio Positions: Chief of Staff, Dep. Chief of Staff, Director of Strategic Planning, Operations Manager

- Lead a 10+ member team to oversee and implement all strategy, policy, and processes related to the expansion of high-quality charter school and nonpublic options for Louisiana families to choose the school that will best prepare their child for college and career success
- Developed and released application for educational nonprofits seeking to become a Local Charter Authorizer
- Managed the state's $25m+ federal Charter School Program grant, including improving processes for monitoring recipient schools' performance and overseeing the school closure process
- Designed and implemented a streamlined pre-opening process for new state authorized charter schools
- Developed evaluation and review process for the $500k+ charter school start-up loan program
- Resolved $140k+ of audit findings for federal charter school grants incorrectly administered by charter schools
- Implemented a revised nonpublic school eligibility confirmation process for 300+ schools

ReNEW Charter Management Organization, New Orleans, LA — June 2011 – July 2012

Director of Finance and Operations, Batiste Cultural Arts Academy, grades PreK-8th

- Coordinated all school operations, including managing the administrative and custodial staff of 10 employees, to create an efficient, systems-driven, and clean environment for 600+ students and 80+ staff members
- Developed and implemented school-wide bus policy to ensure safe transportation for students with clear expectations and systems of accountability for all stake-holders
- Analyzed and proactively managed cash flows through developing a weekly school-level cash flow projection model and beginning-of-year annual CMO cash flow projection model of $50+ million
- Supervised $2.1 million in federal grants through eGMS. Reimbursed school expenditures through the appropriate grants. Analyzed financial models to revise grant budgets based on tracked and projected grant expenditures.
- Opened, managed, and closed operations for the First Pilgrims satellite school site of 90+ PreK-2nd grade students

Teach for America/East St. John High School, Reserve, LA — August 2009 - May 2011

Secondary Mathematics Teacher, Wildcat Success Academy Team Leader

- Created and implemented the Wildcat Success Academy, an accelerated performance-based program for 70+ at-risk students, average age of 18.1 years, that used a blended-learning model of integrated technology driven curriculum and teacher differentiated instruction to alter each student's trajectory towards successfully graduating instead of dropping out.
- Increased 90+ Algebra II students' mathematical grade equivalency by an average of 2.4 years.
- Promoted 85% of previously failing students from 8th to 9th grade during Summer LEAP Math Remediation Teacher

Education

Indiana University, Kelley School of Business, Bloomington, IN — May 2009

- Bachelor of Science in Business, magna cum laude, GPA 3.8/4.0, Foundation Scholar
- Majors: Finance, Operations/Process Management
- Studied international business for a semester in Hong Kong, while also interning at CB Richard Ellis Hong Kong
- Member of Delta Sigma Pi Professional Business Fraternity, President

Community Development & Leadership Activities

Youth Run New Orleans, New Orleans, LA — November 2011 - Present

Board Member, Inspiring at-risk youth to lead a healthy lifestyle through running

DAVID SHEPARD

[redacted]

EDUCATION

Harvard University, Kennedy School of Government — Cambridge, MA
Master's in Public Policy, May 2012 — August 2010 – June 2012
Concentration: Social and Urban Policy
Thesis: Scaling Characteristics of High-Performing, Low-Income Schools in Mississippi

University of Pennsylvania, Graduate School of Education — Philadelphia, PA
M.S.Ed in Urban Education, May 2010, GPA: 3.83/4.0 — August 2008 – June 2010

Washington University in St. Louis — St. Louis, MO
Bachelor of Arts, May 2008, GPA: 3.73/4.0 — August 2004 – June 2008
Majors: Economics (Honors); Urban Studies (Honors)
Thesis: East St. Louis, Illinois: Opportunities for Education and Economic Development

PROFESSIONAL EXPERIENCE

Louisiana Department of Education, Office of Portfolio — Louisiana – Statewide
Director of New School Development — June 2012 – Present

- Lead the Office of Portfolio's New School Development team, responsible for authorizing new charter schools, financing charter startup, certifying charter authorizers, and turning around low-performing district schools
- Redesigned Louisiana's charter school application process to better align the process to statewide needs
- Co-created and lead Believe and Succeed, an annual $7MM grant program that:
  (a) Enables district leaders to develop and devolve authority to high-quality principals and
  (b) Enables high-potential charter school leaders to undergo charter leadership development training
- Coached, mentored, and guided 200+ charter applicants through the charter development and application process
- Stabilized charter community development by building a network of service providers and fostering start-up communities

Education Pioneers, Chicago Public Schools — Chicago, IL
Summer Fellow — Summer 2011

- Used data analysis techniques to determine for what reasons and which students fail Career and Tech Ed classes
- Developed a credit recovery plan for Career and Tech Ed students

Teach for America, Richard Allen Preparatory Charter School — Philadelphia, PA
Teacher — June 2008 – July 2010

- Taught math to, mentored, and supported 150 seventh and eighth grade students over two years
- Coordinated school-specific efforts to empower students and improve school-wide culture
- Implemented extracurricular activities to foster student leadership and teach algebra to advanced 8th graders

SELECTED LEADERSHIP AND SERVICE EXPERIENCE

JNOLA — New Orleans, LA
Board Member, Incoming Board Chair — July 2014 –Present

- Co-lead Greater New Orleans' civic organization for more than 1400 young Jewish professionals

Breakthrough Collaborative (Summerbridge) — New Orleans, LA
Board Member, Orientation Committee Chair — January 2014 – Present

- Lead the committee for introducing new student and non-student board members to Breakthrough
- Support program staff to ensure that the organization stays on mission
- Worked to restart the program, find students, and match them with resources after Hurricane Katrina (2006)
- Taught sixth grade math classes and organized events for students (2003-2005)

AppSuccess (www.appsuccess.org) — Cambridge, MA
Chief Academic Officer, Co-Founder — November 2010- June 2012

- Worked with a team to develop a business plan, establish systems, create training materials and launch operations for a startup that provided free online college access mentoring to low-income students

YMCA Young Adult Advisory Committee, YMCA of the USA — Chicago, IL; Indianapolis, IN
Committee Member — April 2009 – January 2011

- Developed strategies to promote young adult leaders within the Y movement
- Initiated the YMCA Leadership Experience, a movement of weekend-long retreats that develop youth leaders in the Y

SKILLS: Leadership Development; Organizational Management; Data Analysis; Proficient in Spanish

FREDERICKA T. WICKER

[redacted]

EDUCATION

2011-2012 **LONDON SCHOOL OF ECONOMICS** **LONDON, UK**
Master of Science in Social Policy and Planning
- Thesis, "School Takeover in New Orleans, Louisiana: Hurricane Katrina and Quasi-Markets in Education Governance," earned Distinction recognition (highest grade level in UK)

2006-2010 **UNIVERSITY OF VIRGINIA** **CHARLOTTESVILLE, VA**
Bachelor of Arts in French and History with *High Distinction*
- Distinguished Majors Program: One of eight students selected for a rigorous program requiring advanced coursework, as well as completion and defense of an honors thesis
- Alpha Phi Omega service fraternity, Delta Gamma Sorority, recognized for service by the Seven Society

EXPERIENCE

2015-Present **LOUISIANA DEPARTMENT OF EDUCATION** **BATON ROUGE, LA**
Manager of New School Development
Working in the Office of Portfolio and managing the charter authorization process. Developing and monitoring the readiness of applicants, addressing gaps in evaluation standards, and reviewing recommendations made by an independent evaluator

2013-2015 **TEACH FOR AMERICA** **BATON ROUGE, LA**
Served a as a 2013 corps member for South Louisiana. Semi-finalist for the 2015 Sue Lehmann Award for Excellence in Teaching

2012-2013 **RECOVERY SCHOOL DISTRICT OF LOUISIANA** **BATON ROUGE, LA**
Manager of Special Projects
Led student recruitment and placement for RSD schools in Baton Rouge through the One App process. Managed RSD facility improvement and relocation projects. Project managed all Career and Technical Education (CTE) work. Provided research on a variecty of issues including budgeting, school choice, and parental information

Summer 2011 **LOUISIANA DEPARTMENT OF EDUCATION** **BATON ROUGE, LA**
Reform Intern, Office of Parental Options
Created an online screening platform used by LDOE to evaluate charter school operators seeking to open schools

2010-2011 **FRENCH MINISTRY OF EDUCATION** **BIARRITZ, FR**
Taught English at Lycée Malraux, a public high school in southwest France

2009-2010 **JEFFERSON PUBLIC CITIZENS** **CHARLOTTESVILLE, VA**
Grant Recipient/Team Leader
Designed and conducted a government sanctioned study on the degree to which obtaining a General Education Diploma (GED) increases employment prospects for homeless individuals

LEADERSHIP AND COMMUNITY

2013-Present **HOLY CROSS, HONORS SCHOLARS PROGRAM** **NEW ORLEANS, LA**
Board Member: Appointed to the board of directors tasked with reviewing and approving curriculum for a high school honors program involving coursework in philosophy, debate, and history

2009-2010 **UVA, OFFICE OF COMMUNITY PARTNERSHIPS** **CHARLOTTESVILLE, VA**
Advisory Committee Member: Appointed as the student representative to the university committee that reviews and extends grants to students conducting research related to community-based projects

2009-2010 **MADISON HOUSE** **CHARLOTTESVILLE, VA**
Program Director: Piloted and managed a program providing GED training for the homeless

PROFESSIONAL PROFILE

LINDA W. TINDALL
[redacted]
Work: (225) 342-3642

OVERVIEW: Education Program Consultant with the Louisiana Department of Education with over 11 years of experience in resolution of findings in state and federal program compliance reviews, audit and internal fiscal monitoring reports.

Responsible for development of monitoring protocols, schedules, monitoring instruments, collection of data and report preparation, supervision and training of monitoring staff, tracking of compliance information and timelines, and coordination and documentation of noncompliance resolution. Also, act as a point of contact for historical LDOE audit and compliance information.

EDUCATION:

January 1971 B.S., Business Administration
Louisiana State University
Baton Rouge, Louisiana

Principle Undergraduate Subjects:

Accounting - 18 semester hours
Finance - 15 semester hours
Office Administration - 15 semester hours

SKILLS/TRAINING: Access, Business Objects, Excel, WORD, Power Point
State of Louisiana ISIS HR Basic
State of Louisiana ISIS HR Reporting
State of Louisiana Civil Service Performance Planning and Review

9 CPE Program and Credits Auditing (Governmental)

WORK EXPERIENCE:

Louisiana State Department of Education (LDOE)
Education Program Consultant – 11 years

Office of Statewide Monitoring

June 2014 to Present Coordinate all of the LDOE program compliance monitoring activities, the review of Single Audit and fiscal monitoring reports for subrecipients and contractors receiving funds from LDOE; for findings of program noncompliance, issue official notice letters outlining required corrective actions to resolve the noncompliance issues, monitor timelines and track compliance events through the final resolution of all findings.

Develop the annual LDOE monitoring schedule, coordinate with LDOE program offices the compliance indicators required for program compliance monitoring, and maintain findings data to share with LDOE management and LDOE program administrators for planning purposes.

Supervise the LDOE Consolidated Monitoring team in the performance of monitoring responsibilities.

SPECIAL PROJECTS:

- Assisting in the development and testing of the LDOE electronic monitoring management tool
- Coordinating the development of a process for monitoring the academic performance of at-risk students, including risk assessment for selection of subrecipients for outcome-based monitoring, monitoring protocols and training of staff and subrecipients

August 2010 – June 2014

Louisiana Department of Education
Office of Federal Program Support/Office of Student Programs

Supervised the Federal Program Resolution Services section having the responsibility for coordinating the resolution of all program compliance findings and findings in Single Audit and fiscal monitoring reports for Federal programs administered by the LDOE, Office of Federal Program Support.

Developed the annual monitoring schedule and the implementation of comprehensive monitoring procedures & tools.

Acted as liaison with the Louisiana Legislative Auditor, USDE Inspector General and other Federal and State Regulatory agencies for provision of records for their review of the LDOE state level administration of grants.

January 2004-August 2010

Louisiana Department of Education
Division of School and Community Support

DUTIES: Served as the principal assistant to the Director of the Division of School and Community Support primarily in the areas of contracts, program compliance monitoring, performance indicators, legal and Legislative Auditor liaison, and records management.

Assisted in developing and implementing division procedures for processing professional, consulting and personal services contracts; social service contracts and cooperative endeavors,

which includes providing technical assistance to staff and contractors, reviewing all contracts and billing forms prior to the Division Director's signature, supervising tracking, payment and performance evaluation procedures to ensure documents are submitted as required.

Responsible for ensuring that all findings of noncompliance that resulted from onsite reviews of contractor program records were resolved timely as documented in Division files. Coordinated contracted CPA Agreed-Upon Procedures activities at selected federal and state contractor sites to obtain independent reviews of participating contractors' program compliance.

Compiled and interpreted records and documents to LDOE legal staff as needed during preparation of briefs for appeal hearings.

Supervised the Division paper and electronic file organization and make recommendations to Division Director for efficient implementation.

Louisiana Department of Education
Division of Nutrition Assistance

DUTIES: Independently supervised all audit, appeal and collection activities of the Child Nutrition Program sponsors to ensure compliance with Federal and State laws, regulations and policies. Responsibilities included invoking penalties for non-submission of audit reports and preparation of sensitive correspondence (e.g. denial of program participation, establishment as seriously deficient in program operation).

Assisted in development of program goals and objectives, develop current and long-range plans for the effective administration of the audit, collection and appeals functions.

Planned, developed and conducted in-service training and educational workshops for auditors, and wrote Agreed-Upon Procedures for contracted CPAs to perform financial reviews.

Assisted in developing, reviewing or updating State Policies of Operation Bulletins, and development of standardized policies and procedures for audit tracking and resolution.

Olin Grant Parker

EDUCATION

Harvard Kennedy School, Cambridge MA *Masters of Public Policy* **2009-11**
GPA: 3.68 (cumulative) **Concentration:** Social & Urban Policy
Graduate thesis: *Increasing Affordable, Accessible Housing in the Greater Boston Area*

Hofstra University, Hempstead NY *Bachelor of Arts in Political Science* **2003-06**
Major: Political Science **Minors:** Viola Performance, History, European Studies
GPA: 3.86 (cumulative), 3.94 (in major), *magna cum laude*
Academic honors: Phi Beta Kappa, Pi Sigma Alpha, Phi Eta Sigma, Distinguished Honors, Unanimous "Highest Honors" from Political Science Department
Honors Thesis: *An Analysis of the Clinton Administration in Rwanda*

EMPLOYMENT

Manager of School Performance, *Louisiana Department of Education* **2013-**

- Support administrators from 20+ charter schools across the state
- Perform annual visits to schools and make contract renewal recommendations to the state Board of Education based on school performance
- Respond to and solve parent concerns
- Plan and execute statewide professional development meetings for principals
- Create video- and Excel-based tools used by schools to improve performance

Manager of Online Data Systems, *Teach For America* **2011-13**

- Project-manage the web development, training, and support of the student achievement tracking tool used by over 1000 staff members and 6000 teachers
- Innovate with video to increase user engagement with, and improve support for numerous existing systems managed by the Data Systems Team
- Manage eleven Directors of Data Management and one intern to achieve ambitious, yet feasible goals pertaining to all summer school data at Teach For America's summer Institutes
- Work with 43 regions to lead the implementation and assist in the design of frequent nationwide surveys of 12,000 CMs and 1000+ staff members
- Provide constant and innovative support for users of the student achievement and CM effectiveness tracking tools
- Lead cultural and team-building exercises for the entire Data Systems Team, both remotely and at all conferences
- Manage the development of Teach For America's online performance management tool

School Director, *Teach For America* **2010, '11**

- Managed teams of nine and seven instructional and operational leaders to develop 66 (2011) and 44 (2010) corps members into transformational teachers
- Analyzed school-wide data and led the coordination of weekly, differentiated learning experiences that addressed corps members' most significant areas for growth
- Drafted and implemented a school-wide culture plan such that 93% of CMs felt part of a welcoming environment and 91% felt a sense of partnership with staff on End-of-Institute surveys
- Coached staff members on topics of Diversity, Community and Achievement such that CMs rated these sessions more favorably than any other school at Institute
- Created and managed Google Sites for both intra-staff and intra-school communication
- Designed and directly led school-wide learning experiences

Corps Member Advisor, *Teach For America* **2009**

- Supervised 10 new Teach For America CMs at the onset of their teaching careers
- Facilitated all-school meetings and small-group learning sessions
- Received ratings of 100% satisfaction from CMs on End-of-Institute survey that "My CMA has been helpful in my development"
- Collaborated with 8 team members weekly to analyze school-wide data and coordinate appropriate learning experiences to best address areas for teacher development
- Led Secondary Math Institute Learning Team

Teacher, ***East Baton Rouge Parish School System*** **2007-09**

- Closed achievement gap with highest-performing school district in the state by 55%
- Increased students' scores on iLEAP exam by 37 points in one year
- Led students to three years growth in math on the national NWEA math assessment
- Selected "Teacher of the Year" by faculty in first year of teaching
- Facilitated workshops on using data to inform instruction and increasing student investment
- Led professional development workshops at four different campuses
- Co-chaired School Improvement Team
- Founded 40+ member-chess club; Freshman football head coach and varsity special teams coach

Director of Data Management, ***Teach For America*** **2008**

- Managed collection of operations and student-achievement data at summer institute
- Co-authored innovative data blog that received up to 172 unique visitors in a 24-hour period and has been viewed a total of 2,800 times since its creation
- Facilitated highest-rated workshop of the summer ("Math Doesn't Have to be Boring")
- Co-facilitated sessions on tracking student progress and use of Microsoft Excel
- Designed and implemented various competitions and promotions to help build a positive culture around student-achievement and operations data for both staff and corps members

Associate Director, ***Community Counseling Service*** **2006-07**

- Given responsibility for raising $12.4 million for Lions Clubs International
- Director of 13 states and 8000+ volunteers
- Led international network call on microfinance industry

LEADERSHIP

Co-Founder, ***LexPop*** **2010-11**

- Co-founded a "Wikipedia for Legislation" that ultimately was a semi-finalist in the joint Harvard Business School/Harvard Kennedy School Social Enterprise competition
- Managed online publicity campaign and message control

Volunteer, ***Harvard Square Homeless Shelter*** **2009-11**

Mentor, COACH **2009**

- Assisted low-income Boston-area high school seniors from in the college application process

Participant, ***Inner Journey Workshop*** **2009**

- Engaged in Peer Coaching process
- Completed *Prospector 360* Feedback review

Vice President, ***Hofstra University Student Government Association*** **2005-06**

- Chaired 54-member Senate, member of Board of Trustees and six standing committees
- Managed $750,000 budget

POLITICAL INVOLVEMENT

Volunteer, ***Andy Kopplin for United States House of Representatives*** **2008**

- Canvassed for voters, assisted in turnout operations, and helped edit copy for campaign website

Education Intern, ***United States House of Representatives*** **2007**

- Acted as temporary Education Legislative Assistant as Representative Nancy Boyda (D-KS) opened her Washington D.C. office following her special election to Congress

GRADUATE AND UNDERGRADUATE ACHIEVEMENTS/HONORS

Superior Rating, ***Harvard Kennedy School Policy Analysis Exercise*** **2011**

- Collaborated with the Massachusetts Office on Disability, Metro Boston Housing Partnership, and Harvard Joint Center for Housing Studies to produce a report on the lack of affordable, accessible housing in the Greater Boston area

Recipient, ***Hofstra University Distinguished Service Award*** **2006**

Delegate, ***Student Conference on United States Affairs at West Point*** **2005**

Runner-Up, ***Rosenbaum Political Science Award*** **2004**

- Award given to top paper in the Political Science Department

Dean's List, Provost's List **2003-06**

SPECIAL SKILLS

Computer: Advanced-Proficient in Excel, Prezi, Mimio, GoogleDocs suite, Stata

Ed tech: Fluent in EduSoft, Kickboard, JumpRope, Achievement Network
Miscellaneous: Classically trained violist/violist, amateur banjoist, avid gardener, father of three children (Dorothy Rose, 3, Griffith, 21 months, and New Baby, due November 2013)

Patrick J. Walsh

[redacted]

EMPLOYMENT

EXECUTIVE DIRECTOR, STATEWIDE MONITORING — 06/2014-PRESENT
LOUISIANA DEPARTMENT OF EDUCATION — *Baton Rouge, LA*

- Coordinate programmatic and financial monitoring of federal grants and programs across 70 districts, 98 charter schools and over 300 non-public schools across Louisiana
- Ensure district and charter school compliance with NCLB, IDEA and Louisiana's ESEA waiver
- Provide oversight and support functions to 98 state-authorized charter schools
- Manage a team of twenty five professional employees

EXECUTIVE DIRECTOR, CHARTER ACCOUNTABILITY — 12/2012-06/2014
LOUISIANA DEPARTMENT OF EDUCATION — *New Orleans, LA*

- Developed and successfully implemented the Charter School Performance Compact, state policy that ensures charter school autonomy while setting transparent and aggressive expectations for academic, organizational and financial performance of all charter schools
- Implemented a transparent and fair oversight process for more than 80 charter schools statewide that differentiates oversight based on performance
- Developed a charter preopening process that ensures smooth charter school launches across the state and oversaw the successful transformation of more than ten district schools to charters
- Cultivated a successful communication strategy that streamlines and prioritizes critical information for charter leaders and provides a voice for leaders in critical policy decisions

DIRECTOR, OFFICE OF SCHOOL PERFORMANCE — 07/2012-12/2012
RECOVERY SCHOOL DISTRICT — *New Orleans, LA*

- Provided fair and transparent oversight to RSD charter schools to ensure they meet high academic, organizational and financial performance standards
- Established a clear and stable process to transform closing district and charter schools and the opening of new charter schools in New Orleans

NETWORK TEAM MEMBER — 2011 - 2012
RECOVERY SCHOOL DISTRICT — *New Orleans, LA*

- Coached leadership teams at seven high schools and supported efforts to increase achievement

INSTRUCTIONAL COACH/MASTER TEACHER — 2009 - 2011
GREATER GENTILLY HIGH SCHOOL — *New Orleans, LA*

SOCIAL STUDIES TEACHER — 2006 - 2009
PATRICK F. TAYLOR SCIENCE & TECHNOLOGY ACADEMY — *New Orleans, LA*

SECONDARY SPECIAL EDUCATION TEACHER — 2003 - 2005
JOHN MCDONOGH HIGH SCHOOL — *New Orleans, LA*

- Teach for America

EDUCATION

DOCTORATE OF EDUCATION, EDUCATIONAL LEADERSHIP — EXPECTED 2016
University of Florida — *Gainesville, FL*

MASTER OF ARTS, PUBLIC SCHOOL BUILDING LEADERSHIP — 2009 - 2010
Teachers College, Columbia University — *New York, NY*

BACHELOR OF ARTS WITH HONORS, POLITICAL SCIENCE — 1999 - 2003
University of Florida — *Gainesville, FL*

CIVIC

Young Leadership Council, New Orleans, Board of Directors, 2007-2011, Vice President, 2009
Complete Streets Advisory Commission, New Orleans, 2012-2015
Independent Police Monitor Mediation Committee, New Orleans, 2011-2015
Eagle Scout Award, 1999

PERSONAL INFORMATION

NAME: (Last, First, Middle)
Matherne, Paula Brou

EDUCATION

DATES:
From August/1979 To December/1987

SCHOOL NAME:
Louisiana State University

LOCATION:(City , State)
Baton Rouge, Louisiana

DEGREE RECEIVED:
Bachelor's

MAJOR:
Management

WORK EXPERIENCE

DATES:
From May/2007 To Present

EMPLOYER:
Louisiana Department of Education

POSITION TITLE:
Budget Administrator 2

ADDRESS: (Street, City, State, Zip Code):

Baton Rouge , Louisiana

DUTIES:

Researches and maintains a strong working knowledge of current and new developments of the Minimum Foundation Program (MFP) formula, the very technical and complex mechanism for allocating over $3.6 billion in state funds to public school districts and schools.

Responsible for the timely and accurate calculation of the MFP Budget Letter in compliance with the requirements set forth in the resolution each year. Makes recommendations to the division director and assists in the preparation of reports and calculations related to the different aspects of the formula.

Responsible for the development and preparation of the technical and complex allocation of state funds to Type 2 and Type 5 Charter Schools.

Researches and verifies the accuracy of statistical analysis and internal records of data such as revenues, expenditures, property and sales tax rates, personnel and student data, as used in the

MFP formula.

Directs the design of forms, pamphlets and brochures regarding Division projects, services and statistical analysis. Designs and manages complex and comprehensive data analysis procedures.

Designs and implements specialized data collection efforts requested by the Legislature, the Board of Elementary and Secondary Education, or the Superintendent. Interprets results and prepares reports demonstrating conclusions.

DATES:	**EMPLOYER:**	**POSITION TITLE:**
From March/2004 To May/2007	Louisiana Department of Education	Budget Manager

ADDRESS: (Street, City, State, Zip Code):

Baton Rouge , Louisiana , US

DUTIES:

Supervises the development and preparation of the very technical and complex Minimum Foundation Program (MFP) formula, the mechanism for allocating over $3.6 billion to public school districts and schools.

Maintains a detailed understanding of the formula and its components including the annual resolution passed the Legislature governing the formula and mathematical calculations used in the formula.

Supervises the development and preparation of the technical and complex allocation of state funds to Type 2 and Type 5 Charter schools.

Supervises the review and analysis of the general fund budgets of the 68 school districts.

Analyses the impact of proposed state and federal legislation on section projects. Assists in the preparation of budget documents, budget projections and fiscal notes/impact statements.

DATES:	**EMPLOYER:**	**POSITION TITLE:**
From June/2003 To March/2004	Louisiana Department of Education	Budget Analyst 2

DUTIES:

Assist in the development and preparation of the very technical and complex Minimum Foundation Program (MFP) formula.

Assist in the development of the very technical and complex allocation of state funds to Type 2 Charter schools.

Review and analyze the general fund budgets of the 68 school districts for compliance with state regulations. Review and analyze the annual and quarterly budgets of Type 2 Charter schools.

Assist in the design, implementation, and analysis of specialized data collection efforts requested by the Legislature, BESE or the Superintendent.

DATES:	**EMPLOYER:**	**POSITION TITLE:**
From February/2003 To June/2003	Steve Kent Trucking	Accountant

ADDRESS: (Street, City, State, Zip Code):
2688 Main Street
Lottie , Louisiana , US - 70756

COMPANY URL:

DUTIES:
Established and maintained an accounting system (based on Generally Accepted Accounting Principles) for accounts payable, accounts receivable, payroll and general ledger.

Prepared and analyzed monthly financial statements.

Responsible for payroll and payroll reports.

Responsible for administration of employee insurance and benefits.

Prepared monthly/quarterly sales, tax, fuel tax and worker's compensation reports.

DATES:	**EMPLOYER:**	**POSITION TITLE:**
From January/1996 To February/2003	Kenneth P. Daigrepont, CPA, APAC	Accountant

ADDRESS: (Street, City, State, Zip Code):
1651 Thibodeaux Avenue
Baton Rouge , Louisiana , US - 70806

COMPANY URL:

DUTIES:
Prepared and analyzed financial statements for clients including real estate developers, nursing homes, commercial and residential contractors, professional service providers, wholesalers and retailers.

Prepared sales tax and payroll tax reports.

Reviewed, reconciled and analyzed clients' general ledger and balance sheet accounts.

Corresponded with the IRS and various state and local agencies regarding notices and other issues.

Prepared data analyses for clients.

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DATES:	**EMPLOYER:**	**POSITION TITLE:**
From January/1994 To December/1995	Tigator, Inc.	Assistant Controller

DUTIES:

Prepared and analyzed financial statements.

Supervised daily accounting operations including accounts payable, accounts receivable and payroll.

Reviewed, reconciled and posted accounts payable, accounts receivable and payroll to the general ledger.

Prepared quarterly payroll and fuel tax reports.

Maintained nationwide registration of over 125 tractor and trailers.

DATES:	**EMPLOYER:**	**POSITION TITLE:**
From June/1987 To December/1992	U. S. Robotics, Inc. (Formerly Communications Research Group)	Research and Development Administrator

ADDRESS: (Street, City, State, Zip Code):

Baton Rouge , Louisiana , US

Duties Summary

Coordinated, tracked and documented all project/product releases.

Established and maintained a software trouble report database.

Procured all computer equipment and supplies.

Established and maintained an offsite archival system.

Planned and organized offsite seminars and conferences.

Relocated the Research and Development department upon closure of the Baton Rouge office.

Zhanying Zong

[redacted] Email: Zhanying.Zong@la.gov

Education:

Kansas State University, Manhattan, KS, United States
Master's Degree 12/2004
Major: Statistics

Henan University, Kaifeng, China
Bachelor's Degree 07/1994
Major: Education

Area(s) of Expertise: Accountability policy. Large-scale assessment scoring and use. Strategic data analysis

Achievements: **Outstanding Service Award**, Louisiana Department of Education, 05/2009

Professional Experience:

Director of Accountability Results, *Louisiana Department of Education,*
Baton Rouge, LA, 11/2013 - Present

Manage the evaluation, advanced research and data analysis projects related to Louisiana's state, district and school accountability system.

Oversee the development and delivery of high-quality, error-free report cards to support field understanding at all levels (e.g., principal, superintendent, parent).

Ensure annual accountability letter grade and performance scores are released timely and accurately.

Manage production of all required reporting (i.e, federal, legislative, media, public records requests).

Education Research Analyst 3, *Louisiana Department of Education,*
Baton Rouge, LA, 11/2007 - 10/2013

Developed school, district and state accountability reports.

Calculated school, district and state performance scores, including but not limited to final letter grades assigned, cohort graduation rates, and subgroup performance.

Conducted research projects to guide policy changes using multiple, highly complex internal and external educational databases.

Developed processing rules, program sequences, data mappings, data layouts and error-free procedures as a project lead to achieve quality control.

Assistant Data Manager, *Louisiana State University Health Sciences Center*, *School of Public Health*, New Orleans, LA, 06/2005 - 10/2007

Designed and developed a relational database (CEMD) for Tobacco Control Initiative with user-friendly interface.

Established a network that allowed field staff at all 10 LSU hospitals to enter, update and query the databases simultaneously.

Provided analytical support for quality improvement projects by analyzing health-care related data and generating various reports for a variety of audiences.

Instructor, *Huanghuai University, Center for Education and Psychology*, China, 07/1990 - 06/2000

Taught two courses – *Foundations of Education* and *Psychology* – to Freshman.

Initiated a psychological counseling center to provide mental and behavioral health services for college students.

Designed and implemented psychological measurements and performed psychological tests for elementary school students.

Conducted educational research projects and published papers based on the discoveries (e.g. high school should diversify their education scope to, not only prepare some of students for college, but also teach other students vocational skills for employment).

Publications: *Relationship between Quality Education and Examination Education*, Journal of Tianzhong, Issue 4, 1998, pp91-92

Vocational Education in Zhumadian, Journal of Tianzhong, Issue 6, 1997, pp84-106

The New Vision of Learning Theory--Cognitive Connection Theory, Journal of Tianzhong, Issue1, 1995, pp66-70

Games and Children's Psychological Development, Journal of Tianzhong, S1, 1995, pp73-74

Influence of Chomsky's Linguistic Theories in Psychology, Journal of Tianzhong, Issue 3, 1995, pp57-60

LOUISIANA
Association of
Public Charter Schools

The Honorable Arne Duncan
Secretary
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Secretary Duncan:

I am pleased to submit this letter of support for the Louisiana Department of Education's (LDOE) Charter School Program – State Educational Agencies grant application (CSP). Charter schools have played a critical role in providing a high-quality education to children in New Orleans and across Louisiana. This CSP grant will enable the LDOE to build upon the success of Louisiana's charter school landscape by both accelerating the growth of new, innovative charter schools across our state, while simultaneously continuing to enhance the quality of education provided by Louisiana's current charter schools.

As the founder and Executive Director of the Louisiana Public Charter School Association, I'd also like to emphasize the leadership that the Louisiana Department of Education has demonstrated making them one of the leading charter school authorizers in the country. Their focus and emphasis on quality has resulted in a rigorous application process; strong support services for newly approved charters; and oversight in the areas of academics, finance and governance that has created one of the highest performing charter school portfolios in the country.

In Louisiana, over 70,000 students attend 134 charter schools, while in the Recovery School District in New Orleans, 100% of students attend a charter school. Establishing the nation's first all-charter district provides just one example of how Louisiana has continuously been a leader in leveraging the power of charter schools to ensure that students are prepared for lifelong success.

- A 2013 study by the Center for Research on Education Outcomes (CREDO) at Stanford University found that charter schools in Louisiana significantly contributed to increased student achievement. CREDO found that, when compared to traditional public schools, Louisiana charter school students experienced learning gains equivalent to two months of added learning time in reading and three months of added time in math.

- These learning gains increased for students in New Orleans Charter Schools. Compared to a traditional public school, these students experienced learning gains equivalent to approximately four months of added learning time in reading and five months of added learning time in math.

- Louisiana charter schools significantly focus on serving Louisiana's most at-risk students - 82.5% of students in charter schools authorized by the Louisiana State Board of Elementary and Secondary Education are economically disadvantaged.

*5500 Prytania Street #126 * New Orleans, LA 70115 * 504-274-3651*

LOUISIANA
Association of
Public Charter Schools

- The Brooking's Institute ranked the Recovery School District as the top school district nationally for education choice and competition in each of the last three years from 2012 through 2014.

- A recent report by Tulane University's Cowen Institute for Public Education highlighted the powerful role charter schools have played in the transformation of New Orleans' educational landscape 10 years following the aftermath of Hurricane Katrina. In 2005, 62% of New Orleans students attended a failing school – compared to just 7% today. Furthermore, graduation rates have increased by 17% from 56% in 2005 to 73% in 2014.

- The National Alliance for Public Charter Schools recently ranked Louisiana nationally as having both the #2 best charter school law and the #2 healthiest charter school movement.

I'm confident Louisiana's CSP proposal will continue to build upon this success by accelerating the development and launch of new high-quality charter schools across our state. Furthermore, LDOE's CSP proposal will also leverage Louisiana's must successful charter schools, providing them opportunities to share best practices with both new and existing charter schools. This dual focus on growing and simultaneously improving Louisiana's charter school landscape will ensure that all students attending a Louisiana charter school are prepared for college and career success.

Thank you for your consideration of this worthy application. If my staff or I can be of any further assistance, please do not hesitate to contact my office.

Sincerely,

Caroline Roemer

Caroline Roemer
Executive Director

5500 Prytania Street #126 * New Orleans, LA 70115 * 504-274-3651

The Honorable Arne Duncan
Secretary
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Secretary Duncan:

As Executive Director of the Associated Professional Educators of Louisiana (A+PEL), I am submitting this letter in full support for the efforts of the Louisiana Department of Education (LDOE) through their Charter School Program – State Educational Agencies grant application (CSP). Many of our educators teach in charter schools. Charter schools provide opportunities for experienced educators seeking a larger impact, additional responsibilities, or new professional challenges.

In Louisiana, over 70,000 students attend 134 charter schools. These schools enhance the educational options for our students. Whether authorized by a local school district or the state school board, charter schools provide novel programs, approaches, and practices to address high-need student populations.

We need your support for Louisiana's CSP proposal. This proposal will continue to build upon historical success by accelerating the development and launch of new high-quality charter schools across our state. Furthermore, LDOE's CSP proposal will also leverage Louisiana's must successful charter schools, providing them opportunities to share best practices with both new and existing charter schools. This dual focus on growing and simultaneously improving Louisiana's charter school landscape will ensure that all students attending a Louisiana charter school are prepared for college and career success.

Thank you in advance for your support of Louisiana's teachers and students.

Sincerely,

Keith Courville

Keith Courville Ed.S.

Executive Director

Associated Professional Educators of Louisiana (A+PEL)

Baton Rouge
Area Foundation

C. Kris Kirkpatrick
Chair

John G. Davies
President & CEO

S. Dennis Blunt
Vice Chair

Annette D. Barton
Secretary

William E. Balhoff
Treasurer

Matthew G. McKay
Past Chair

Mary Terrell Joseph
At Large

Mark C. Drennen

Donna D. Fraiche

Perry J. Franklin

Rose J. Hudson

Raymond A. Jetson

Kevin F. Knobloch

John B. Noland Jr.

R. Ryland Perry III

Albert D. Sam II MD

Roland M. Toups

Jeffrey S. Zehnder

July 6, 2015

The Honorable Arne Duncan
Secretary
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Secretary Duncan:

I am pleased to submit this letter of support for the Louisiana Department of Education's (LDOE) Charter School Program – State Educational Agencies grant application (CSP). Charter schools have played a critical role in providing a high-quality education to children in New Orleans and across Louisiana. This CSP grant will enable the LDOE to build upon the success of Louisiana's charter school landscape by both accelerating the growth of new, innovative charter schools across our state, while simultaneously continuing to enhance the quality of education provided by Louisiana's current charter schools.

Louisiana has consistently been a leader in leveraging the power of charter schools to ensure that students are prepared for lifelong success.

- A 2013 study by the Center for Research on Education Outcomes (CREDO) at Stanford University found that charter schools in Louisiana significantly contributed to increased student achievement. CREDO found that, when compared to traditional public schools, Louisiana charter school students experienced learning gains equivalent to two months of added learning time in reading and three months of added time in math.

- Louisiana charter schools significantly focus on serving Louisiana's most at-risk students - 82.5% of students in charter schools authorized by the Louisiana State Board of Elementary and Secondary Education are economically disadvantaged.

- The Brooking's Institute ranked the Recovery School District as the top school district nationally for education choice and competition in each of the last three years from 2012 through 2014.

- A recent report by Tulane University's Cowen Institute for Public Education highlighted the powerful role charter schools have played in the transformation of New Orleans' educational landscape 10 years following the aftermath of Hurricane Katrina. In 2005, 62% of New Orleans students attended a failing school – compared to just 7% today. Furthermore, graduation rates have increased by 17% from 56% in 2005 to 73% in 2014.

402 N. Fourth Street
Baton Rouge
Louisiana 70802

phone: 225-387-6128
fax: 225-387-6153
braf.org

- The National Alliance for Public Charter Schools recently ranked Louisiana nationally as having both the #2 best charter school law and the #2 healthiest charter school movement.

Louisiana's CSP proposal will continue to build upon this success by accelerating the development and launch of new high-quality charter schools across our state. Furthermore, LDOE's CSP proposal will also leverage Louisiana's must successful charter schools, providing them opportunities to share best practices with both new and existing charter schools. This dual focus on growing and simultaneously improving Louisiana's charter school landscape will ensure that all students attending a Louisiana charter school are prepared for college and career success.

Thank you for your consideration of this worthy application. If my staff or I can be of any further assistance, please do not hesitate to contact my office.

Sincerely,

John M. Spain

Executive Vice President

EDUCATION REFORM NOW

The Honorable Arne Duncan
Secretary
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Secretary Duncan:

I am pleased to submit this letter of support for the Louisiana Department of Education's (LDOE) Charter School Program – State Educational Agencies grant application (CSP). Charter schools have played a critical role in providing a high-quality education to children in New Orleans and across Louisiana. This CSP grant will enable the LDOE to build upon the success of Louisiana's charter school landscape by both accelerating the growth of new, innovative charter schools across our state, while simultaneously continuing to enhance the quality of education provided by Louisiana's current charter schools.

In Louisiana, over 70,000 students attend 134 charter schools, while in the Recovery School District in New Orleans, 100% of students attend a charter school. Establishing the nation's first all-charter district provides just one example of how Louisiana has continuously been a leader in leveraging the power of charter schools to ensure that students are prepared for lifelong success.

- Louisiana charter schools significantly focus on serving Louisiana's most at-risk students - 82.5% of students in charter schools authorized by the Louisiana State Board of Elementary and Secondary Education are economically disadvantaged.

- A recent report by Tulane University's Cowen Institute for Public Education highlighted the powerful role charter schools have played in the transformation of New Orleans' educational landscape 10 years following the aftermath of Hurricane Katrina. In 2005, 62% of New Orleans students attended a failing school – compared to just 7% today. Furthermore, graduation rates have increased by 17% from 56% in 2005 to 73% in 2014.

- The National Alliance for Public Charter Schools recently ranked Louisiana nationally as having both the #2 best charter school law and the #2 healthiest charter school movement.

Louisiana's CSP proposal will continue to build upon this success by accelerating the development and launch of new high-quality charter schools across our state. Furthermore, LDOE's CSP proposal will also leverage Louisiana's must successful charter schools, providing them opportunities to share best practices with both new and existing charter schools. This dual focus on growing and simultaneously improving Louisiana's charter school landscape will ensure that all students attending a Louisiana charter school are prepared for college and career success.

Thank you for your consideration of this worthy application. If my staff or I can be of any further assistance, please do not hesitate to contact my office.

Sincerely,

Lea Cuvay

Lea M. Crusey, Acting Executive Director, Education Reform Now

July 13, 2015

The Honorable Arne Duncan
Secretary
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Secretary Duncan:

I am pleased to submit this letter of support for the Louisiana Department of Education's (LDOE) Charter School Program – State Educational Agencies grant application (CSP). Charter schools have played a critical role in providing a high-quality education to children in New Orleans and across Louisiana. This CSP grant will enable the LDOE to build upon the success of Louisiana's charter school landscape by both accelerating the growth of new, innovative charter schools across our state, while simultaneously continuing to enhance the quality of education provided by Louisiana's current charter schools.

In Louisiana, over 70,000 students attend 134 charter schools, while in the Recovery School District in New Orleans, 100% of students attend a charter school. Establishing the nation's first all-charter district provides just one example of how Louisiana has continuously been a leader in leveraging the power of charter schools to ensure that students are prepared for lifelong success.

- A 2013 study by the Center for Research on Education Outcomes (CREDO) at Stanford University found that charter schools in Louisiana significantly contributed to increased student achievement. CREDO found that, when compared to traditional public schools, Louisiana charter school students experienced learning gains equivalent to two months of added learning time in reading and three months of added time in math.

- These learning gains increased for students in New Orleans Charter Schools. Compared to a traditional public school, these students experienced learning gains equivalent to approximately four months of added learning time in reading and five months of added learning time in math.

- Louisiana charter schools significantly focus on serving Louisiana's most at-risk students - 82.5% of students in charter schools authorized by the Louisiana State Board of Elementary and Secondary Education are economically disadvantaged.

- The Brooking's Institute ranked the Recovery School District as the top school district nationally for education choice and competition in each of the last three years from 2012 through 2014.

- A recent report by Tulane University's Cowen Institute for Public Education highlighted the powerful role charter schools have played in the transformation of New Orleans' educational landscape 10 years following the aftermath of Hurricane Katrina. In 2005, 62% of New Orleans students attended a failing school – compared to just 7% today. Furthermore, graduation rates have increased by 17% from 56% in 2005 to 73% in 2014.

- The National Alliance for Public Charter Schools recently ranked Louisiana nationally as having both the #2 best charter school law and the #2 healthiest charter school movement.

Louisiana's CSP proposal will continue to build upon this success by accelerating the development and launch of new high-quality charter schools across our state. Furthermore, LDOE's CSP proposal will also leverage Louisiana's must successful charter schools, providing them opportunities to share best practices with both new and existing charter schools. This dual focus on growing and simultaneously improving Louisiana's charter school landscape will ensure that all students attending a Louisiana charter school are prepared for college and career success.

Thank you for your consideration of this worthy application. If my staff or I can be of any further assistance, please do not hesitate to contact my office.

Sincerely,

Mary Landrieu

Mary L. Landrieu

GREATER NEW ORLEANS
INC
REGIONAL ECONOMIC DEVELOPMENT

10 PARISHES
Jefferson
Orleans
Plaquemines
St. Bernard
St. Charles
St. James
St. John the Baptist
St. Tammany
Tangipahoa
Washington

The Honorable Arne Duncan
Secretary
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Secretary Duncan:

I am writing on behalf of Greater New Orleans, Inc. (GNO, Inc.) to state our support for the Louisiana Department of Education's (LDOE) Charter School Program – State Educational Agencies grant application (CSP). Charter schools have played a critical role in providing a high-quality education to children in New Orleans and across Louisiana. This CSP grant will enable the LDOE to build upon the success of Louisiana's charter school landscape by accelerating the growth of new, innovative charter schools across our state and continuing to enhance the quality of education provided by Louisiana's current charter schools.

GNO, Inc. is the regional economic development organization serving the 10-parish region of Southeast Louisiana. GNO, Inc. works with industry stakeholders, elected officials, community partners, and education partners to facilitate and support education pipelines and career pathways that build the skilled workforce of Southeast Louisiana.

In Louisiana, over 70,000 students attend 134 charter schools, while in the Recovery School District in New Orleans, 100% of students attend a charter school. Establishing the nation's first all-charter district provides just one example of how Louisiana has continuously been a leader in leveraging the power of charter schools to ensure that students are prepared for lifelong success. A recent report by Tulane University's Cowen Institute for Public Education highlighted the role charter schools have played in the transformation of New Orleans' educational landscape following the aftermath of Hurricane Katrina. In 2005, 62% of New Orleans students attended a failing school – compared to just 7% today. Furthermore, graduation rates have increased by 17% from 56% in 2005 to 73% in 2014.

Louisiana's CSP proposal will continue to build upon this success. Furthermore, LDOE's CSP proposal will leverage Louisiana's must successful charter schools, providing them opportunities to share best practices with new and existing charter schools. This dual focus on growing and simultaneously improving Louisiana's charter school landscape will ensure that all students attending a Louisiana charter school are prepared for college and career success.

Thank you for your consideration.

Sincerely,

Michael Hecht
President and CEO

1100 Poydras Street, Suite 3475, New Orleans, LA 70163
Phone: 504.527.6900 www.gnoinc.org

NEW SCHOOLS for BATON ROUGE

The Honorable Arne Duncan
Secretary
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Secretary Duncan:

I am pleased to submit this letter of support for the Louisiana Department of Education's (LDOE) Charter School Program – State Educational Agencies grant application (CSP). Charter schools have played a critical role in providing a high-quality education to children in Louisiana and we are hopeful that continuing to open high-quality charter schools will dramatically improve educational outcomes in Baton Rouge. This CSP grant will enable the LDOE to build upon the success of Louisiana's charter school landscape by both accelerating the growth of new, innovative charter schools across our state, while simultaneously continuing to enhance the quality of education provided by Louisiana's current charter schools.

In Louisiana, over 70,000 students attend 134 charter schools, and they are delivering results. A 2013 study by the Center for Research on Education Outcomes (CREDO) at Stanford University found that charter schools in Louisiana significantly contributed to increased student achievement. CREDO found that, when compared to traditional public schools, Louisiana charter school students experienced learning gains equivalent to two months of added learning time in reading and three months of added time in math. Moreover, Louisiana charter schools significantly focus on serving Louisiana's most at-risk students - 82.5% of students in charter schools authorized by the Louisiana State Board of Elementary and Secondary Education are economically disadvantaged. In addition to driving results for students, particularly those at risk, charter school policy in Louisiana is strong. The National Alliance for Public Charter Schools recently ranked Louisiana nationally as having both the #2 best charter school law and the #2 healthiest charter school movement.

Louisiana's CSP proposal will accelerate the development and launch of new, high-quality charter schools in Baton Rouge. High-quality charters are acutely needed in our city, particularly in North Baton Rouge where 9/10 students attend a failing school. Furthermore, LDOE's CSP proposal will leverage Louisiana's must successful charter school models, providing them opportunities to share best practices with both new and existing charter schools. This dual focus on simultaneously growing and improving Louisiana's charter school landscape will ensure that all students attending a Louisiana charter school are prepared for college and career success.

Thank you for your consideration of this worthy application. If my staff or I can be of any further assistance, please do not hesitate to contact me.

Sincerely,

Chris Meyer
CEO, New Schools for Baton Rouge

100 LAFAYETTE STREET, 2ND FLOOR • BATON ROUGE, LA 70801 • NSBR@NEWSCHOOLSBR.ORG

The Honorable Arne Duncan
Secretary
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Secretary Duncan:

It is with great pleasure that I submit this letter of support for the Louisiana Department of Education's (LDOE) Charter School Program – State Educational Agencies grant application (CSP). This CSP grant will enable the LDOE to build upon the success of Louisiana's charter school landscape by both accelerating the growth of new, innovative charter schools across our state and enhancing the quality of education provided by Louisiana's current charter schools.

New Schools for New Orleans' mission is to deliver on the promise of excellent public schools for every child in New Orleans. We seek to fulfill that mission by investing in high-quality public schools, helping existing schools become more effective, and coordinating solutions to citywide challenges. The LDOE is a critical partner in the work to achieve our mission.

Through our federal Investing in Innovation (i3) grant, NSNO and the LDOE supported high performing charter school operators with the best academic results to tackle the challenge of transforming low-quality schools in New Orleans. The results show the promise of this strategy: in 2004, 60% of New Orleans students attended a school in the lowest decile statewide; in 2014, that number had dropped to 13%.

Louisiana's CSP proposal will continue to build upon this success by accelerating the development and launch of new high-quality charter schools across our state. Furthermore, LDOE's CSP proposal will also leverage Louisiana's most successful charter schools, providing them opportunities to share best practices with both new and existing charter schools.

Thank you for your consideration of this worthy application.
Sincerely,

Michael Stone

1555 Poydras Street | Suite 781 | New Orleans, LA 70112 | Tel 504-274-3619 | Fax 504-274-3699 | newschoolsforneworleans.org

ONEACADIANA

804 E St. Mary Blvd. Lafayette, Louisiana 70503 // o 337.408.3664 // f 337.408.3664 // OneAcadiana.org

The Honorable Arne Duncan
Secretary
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

July 10, 2015

Dear Secretary Duncan:

I am pleased to submit this letter of support for the Louisiana Department of Education's (LDOE) Charter School Program – State Educational Agencies grant application (CSP). Charter schools have played a critical role in providing a high-quality education to children across Louisiana. This CSP grant will enable the LDOE to build upon the success of Louisiana's charter school landscape by accelerating the growth of new, innovative charter schools across our state, while simultaneously continuing to enhance the quality of education provided by Louisiana's current charter schools.

Pursing a "what works" approach to charter school development has made Louisiana a national leader. Statewide, over 70,000 students attend 134 charter schools. Establishing the nation's first all-charter district, the Recovery School District, demonstrate how Louisiana continues to leverage the power of school choice to ensure students are prepared for lifelong success.

In terms of improving student achievement, the results are clear. A 2013 study by the Center for Research on Education Outcomes (CREDO) at Stanford University found that charter schools in Louisiana significantly contributed to increased student achievement. CREDO found that, when compared to traditional public schools, Louisiana charter school students experienced learning gains equivalent to two months of added learning time in reading and three months of added time in math. Louisiana charter schools also place significant focus on serving the most at-risk students - 82.5 percent of students in charter schools authorized by the Louisiana State Board of Elementary and Secondary Education are economically disadvantaged.

Louisiana's CSP proposal will continue to build upon this success by accelerating the development and launch of new high-quality charter schools. Furthermore, LDOE's CSP proposal will also leverage Louisiana's most successful charter schools, providing them opportunities to share best practices with both new and existing charter schools. This dual focus on growing and simultaneously improving Louisiana's charter school landscape will help ensure that all students attending a Louisiana charter school are prepared for college and career success.

Thank you for your consideration of this worthy application. If my staff or I can be of any further assistance, please do not hesitate to contact my office.

Sincerely,

Jason El Koubi
President & CEO

STEVE SCALISE
1st District, Louisiana

MAJORITY WHIP

THE COMMITTEE ON
ENERGY AND COMMERCE

Congress of the United States
House of Representatives
Washington, DC 20515–1801

8238 Rayburn House Office Building
Washington, DC 20515-1801
(202) 225-3015

110 Veterans Boulevard, Suite 500
Metairie, LA 70005
(504) 837-1259

21454 Eddy Drive, Suite #C
Mandeville, LA 70471
(985) 893-9084

8028 Main Street, Suite 700
Houma, LA 70360
(985) 879-2300

1514 Martyne Drive, Suite 10
Hammond, LA 70401
(985) 346-2145

July 8, 2015

Honorable Arne Duncan
Secretary
Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Secretary Duncan:

I am writing to you regarding the *Charter Schools* (CFDA #84.282) grant application submitted by the Louisiana Department of Education Charter School Program. The goal of the State of Louisiana is to provide significant start-up funding to help launch new high-quality charter schools, while simultaneously continuing to enhance the quality of education provided by Louisiana's current charter schools. Funding from this grant will be used for planning, developing, implementing, replicating and expanding successful charter school models. The National Alliance for Public Charter Schools recently ranked Louisiana nationally as having both the #2 best charter school laws and the #2 healthiest charter school movements.

I have an interest in this matter and would appreciate your keeping me informed of the progress or outcome of the application. Knowing funds are limited and proposals are reviewed through a competitive process, I am respectfully asking for full and fair consideration within the applicable laws and regulations. Please review this proposal thoroughly and carefully for its merit.

If you have any questions, please contact me through Pam Marphis in my Metairie District office at 110 Veterans Memorial Boulevard, Suite 500, Metairie, LA 70002, (504) 837-1259.

Thank you for your time and attention.

Sincerely,

Steve Scalise

Steve Scalise
Member of Congress

SS:pm

BILL CASSIDY, M.D.
LOUISIANA

WASHINGTON, DC OFFICE:
SUITE SH-702
HART SENATE OFFICE BUILDING
WASHINGTON, DC 20510
(202) 224-5824

BATON ROUGE OFFICE:
5555 HILTON AVENUE, SUITE 100
BATON ROUGE, LA 70808
(225) 929-7711

United States Senate

COMMITTEES
APPROPRIATIONS
ENERGY AND NATURAL RESOURCES
HEALTH, EDUCATION, LABOR, AND PENSIONS
VETERANS' AFFAIRS
JOINT ECONOMIC COMMITTEE

July 10, 2015

The Honorable Arne Duncan
Secretary
U.S. Department of Education
400 Maryland Ave., SW
Washington, DC 20202-0001

Dear Sec. Duncan:

It has recently come to my attention that the Louisiana Department of Education (LDOE) is applying for funding from the Charter School Program – State Educational Agencies Grant (CSP). They intend to use the grant to expand charter schools in Louisiana beyond the 134 charter schools which are currenlty serving over 70,000 students.

It is my understanding that LDOE will use the grant to accelerate the growth of new, innovative charter schools across the state. Building on the success of the nation's first charter school district, the Recovery School District in New Orleans, 82.5% of the students attending charter schools across Louisiana are economically disadvantaged. Several prestigious studies have concluded that students attending Lousiana charter schools have demonstrated increased graduation rates and accelerated learning in comparison to students in a traditional public school.

The National Alliance for Public Charter Schools recently ranked Louisiana second in the nation for both best charter school laws and healtiest charter school movement. The Brookings Institute ranked the Recovery School District in New Orleans the top school district in the nation for educational choice and competition in 2012, 2013, and 2014.

I am thankful for the U.S. Department of Education's consideration in securing funding for this worthwhile project. I ask that you please keep my office informed on the progress of this proposal as well as when a final decision has been made regarding this grant. Should you have any questions, please feel free to contact Michael Eby in my Baton Rouge Office at (225) 929-7711.

Sincerely,

Bill Cassidy, M.D.

Bill Cassidy, M.D.
United States Senator

BC\ME

DAVID VITTER
LOUISIANA

DEPUTY WHIP

Environment and Public Works
Top-Ranking Republican

Armed Services

Banking, Housing, and Urban Affairs

Small Business and Entrepreneurship

United States Senate

WASHINGTON, DC 20510

WASHINGTON, D.C.
Hart Senate Office Building
Suite SH-516
Washington, DC 20510
(202) 224-4623
Fax: (202) 228-5061

BATON ROUGE
858 Convention Street
Baton Rouge, LA 70802
(225) 383-0331
Fax: (225) 383-0952

Website with E-Mail Access:
vitter.senate.gov

July 7, 2015

The Honorable Arne Duncan, Secretary
U. S. Department Of Education
400 Maryland Avenue, SW
Washington, DC 20202-0008

Dear Secretary Duncan,

It has been brought to my attention that the Louisiana Department of Education (LDOE) has submitted a proposal to the U. S. Department of Education for the *Charter School Program – State Educational Agencies Grant (CSP)*. Charter schools have played a critical role in providing high-quality education to children in New Orleans and across Louisiana.

It is my understanding this *CSP* grant will enable the LDOE to build upon the success of Louisiana's charter school landscape by both accelerating the growth of new, innovative charter schools across our state, while simultaneously continuing to enhance the quality of education provided by Louisiana's current charter schools. In Louisiana, over 70,000 students attend 134 charter schools, while in the Recovery School District in New Orleans, 100% of students attend a charter school. Establishing the nation's first all-charter district provides just one example of how Louisiana has continuously been a leader in leveraging the power of charter schools to ensure that students are prepared for lifelong success.

Louisiana charter schools significantly focus on serving Louisiana's most at-risk students—82.5% of students in charter schools authorized by the Louisiana State Board of Elementary and Secondary Education are economically disadvantaged. Several prestigious studies have shown Louisiana charter school student achievement has accelerated their learning gains in both reading and math, and also increased their graduation rates. The Brooking's Institute ranked the Recovery School District as the top school district nationally for education choice and competition in each of the last three years from 2012 through 2014. The National Alliance for Public Charter Schools recently ranked Louisiana nationally as having both the # 2 best charter school law and the # 2 healthiest charter school movement.

I am told the Louisiana's *CSP* proposal will continue to build upon this success by accelerating the development and launch of new high-quality charter schools across the state. Furthermore, LDOE's *CSP* proposal will also leverage Louisiana's most successful charter schools, providing them opportunities to share best practices with both new and existing charter schools. This dual focus on growing and simultaneously improving Louisiana's charter school landscape will ensure that all students attending a Louisiana charter school are prepared for college and career success.

I commend the Louisiana Department of Education for its efforts to improve education for our children and ask that you give your full consideration to the above referenced proposal. A report of the final decision would be helpful and appreciated. Please contact me through Ms. Brenda Moore in my Metairie Office with any questions. Thank you for your time and attention.

Sincerely,

David Vitter

David Vitter
United States Senate

ACADIANA
2201 Kaliste Saloom Road
Suite 201
Lafayette, LA 70508
(337) 893-9502
Fax: (337) 893-0567

CENTRAL LOUISIANA
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Alexandria, LA 71303
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Fax: (318) 448-0169

NORTHEAST LOUISIANA
1651 Louisville Avenue
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(318) 325-8120
Fax: (318) 325-0165

NORTHWEST LOUISIANA
820 Pierremont Road
Suite 113
Shreveport, LA 71168
(318) 861-0437
Fax: (318) 861-4085

SOUTHEAST LOUISIANA
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Suite 201
Metairie, LA 70002
(504) 589-2753
Fax: (504) 589-2607

SOUTHWEST LOUISIANA
1428 Ryan Street
Suite A
Lake Charles, LA 70601
(337) 436-0453
Fax: (337) 436-0163

SENATE
STATE OF LOUISIANA

MICHAEL A. "MIKE" WALSWORTH
State Senator
District 33
4007 White's Ferry Rd., Ste. A
West Monroe, LA 71291
Phone: (318) 340-6453
Toll Free: (866) 518-8573
Fax: (318) 396-0192

COMMITTEES
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Select Committee on Homeland Security

July 8, 2015

The Honorable Arne Duncan
Secretary
U. S. Department of Education
400 Maryland Ave, SW
Washington, D.C. 20202

Dear Secretary Duncan,

I am pleased to submit this letter of support for the Louisiana Department of Education's (LDOE) Charter School Program - State Educational Agencies Grant Application (CSP). Charter schools have played a critical role in providing a high - quality education to children in New Orleans and across Louisiana. This CSP grant will enable the LDOE to continue to build upon the success of Louisiana's charter school landscape by both accelerating the growth of new and innovative charter schools across our great state, while simultaneously continuing to enhance the quality of education provided by Louisiana current charter schools.

Louisiana charter schools significantly focus on serving Louisiana's most at-risk students. 82% of students in charter schools authorized the Louisiana State Board of Elementary and Secondary Education (BESE) are economically disadvantaged.

The National Alliance for Public Charter Schools recently ranked Louisiana nationally as having both the # 2 Best Charter School Law and the #2 Healthiest charter school movement.

Mr. Secretary, every child deserves the chance to succeed. Louisiana's CSP proposal will allow the state to continue to build on its education progress as we strive to meet that one goal, every child deserves the chance to succeed.

Thank you for your consideration of this worthy application. If my staff or I can be of any assistance, please do not hesitate to contact my office.

Sincerely,

Mike Walsworth
Senator

The Honorable Arne Duncan
Secretary
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

LOUISIANA FEDERATION
for Children

Dear Secretary Duncan:

The Louisiana Federation for Children is pleased to submit this letter of support for the Louisiana Department of Education's (LDOE) Charter School Program – State Educational Agencies grant application (CSP). Louisiana has embraced parental choice in all of its forms, including charter schools, as critical to a high quality K-12 education system and better outcomes for students. Charter schools have played a critical role in providing a high-quality education to children in New Orleans and across Louisiana. This CSP grant will enable the LDOE to build upon the success of Louisiana's charter school landscape by accelerating the growth of new, innovative charter schools across our state, while simultaneously continuing to enhance the quality of education provided by Louisiana's current charter schools.

In Louisiana, more than 70,000 students attend 134 charter schools. 100% of students attend a charter school in the Recovery School District in New Orleans. Establishing the nation's first all-charter district provides just one example of how Louisiana has continuously been a leader in leveraging the power of charter schools to ensure that students are prepared for lifelong success.

A 2013 study by the Center for Research on Education Outcomes (CREDO) at Stanford University found that charter schools in Louisiana significantly contributed to increased student achievement. CREDO found that, when compared to traditional public schools, Louisiana charter school students experienced learning gains equivalent to two months of added learning time in reading and three months of added time in math. These learning gains increased for students in New Orleans Charter Schools. Compared to a traditional public school, these students experienced learning gains equivalent to approximately four months of added learning time in reading and five months of added learning time in math.

The Brooking's Institute ranked the Recovery School District as the top school district nationally for education choice and competition in each of the last three years from 2012 through 2014. This ranking came as a result of having alternatives to traditional public schools such as Charter Schools and the Louisiana Scholarship Program. The degree of parental choice in Louisiana coupled with the fairness in school assignment through a common application in New Orleans, has been critical to the development of a high quality K-12 education system in Louisiana.

Louisiana's CSP proposal will continue to build upon this success by accelerating the development and launch of new high-quality charter schools across our state. Furthermore, LDOE's CSP proposal will also leverage Louisiana's most successful charter schools, providing them opportunities to share best practices with both new and existing charter schools. This dual focus on growing and simultaneously improving Louisiana's charter school landscape will ensure that all students attending a Louisiana charter school are prepared for college and career success.

Thank you for your consideration of this worthy application. If I can be of any further assistance, please do not hesitate to contact me.

Sincerely,

Ann Duplessis

Ann Duplessis, President of Louisiana Federation for Children

4.0 SCHOOLS

The Honorable Arne Duncan
Secretary
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Secretary Duncan:

I am pleased to submit this letter of support for the Louisiana Department of Education's (LDOE) Charter School Program – State Educational Agencies grant application (CSP). Charter schools have played a critical role in providing a high-quality education to children in New Orleans and across Louisiana. This CSP grant will enable the LDOE to build upon the success of Louisiana's charter school landscape by both accelerating the growth of new, innovative charter schools across our state, while simultaneously continuing to enhance the quality of education provided by Louisiana's current charter schools.

At 4.0 Schools, we are deeply focused on helping entrepreneurs build new and innovative school models and we work with many individuals from the state of Louisiana. The Federal CSP grant has the potential to support these and other high impact charter school models across the state, encouraging new and breakthrough models that can prepare students for the 21st century. The CSP funding, like early stage venture capital for startups, has been a critical part of the continued growth of high quality schools in New Orleans and across Louisiana. While Louisiana and New Orleans in particular has made significant strides in the past 10 years, we know that there is much left to be accomplished and believe that CSP funding will help us grow and launch breakthrough schools.

4.0 Schools already has a track record of supporting innovative school models that have benefited from CSP funding. Bricolage Academy, the first open enrollment socio-economically diverse charter school in Louisiana, received CSP funding that was critical to them launching their school model. Bricolage was one of the first entrepreneurs to come out of 4.0's programs and has been very successful in creating a new model that brings together families from different backgrounds and provides all of their children an excellent education. Due to the success of Bricolage Academy, 4.0 has now created The Tiny Schools Project, designed to help incubate and launch innovative school models. Many of the schools that will graduate from the Tiny Schools Project will be charter schools and will need startup funding in order to successfully launch. While we have trained our entrepreneurs to use lean startup methods to grow their organizations without lots of funding, the CSP funding has in the past provided critical bridge funding to help launch school operators. We now have four new innovative school models being incubated through the Tiny Schools Project that would potentially apply for CSP funding should it be awarded to Louisiana and we plan to continue building and growing a pipeline of new schools in the coming years. Given the track record of success of New Orleans charter schools and incredible need for new school models that prepare our students for the 21st century, we see CSP funding as one of the critical levers that will push education forward in Louisiana.

In Louisiana, over 70,000 students attend 134 charter schools, while in the Recovery School District in New Orleans, 100% of students attend a charter school. Establishing the nation's first all-charter district provides just one example of how Louisiana has continuously been a leader in leveraging the power of charter schools to ensure that students are prepared for lifelong success.

- A 2013 study by the Center for Research on Education Outcomes (CREDO) at Stanford University found that charter schools in Louisiana significantly contributed to increased student achievement. CREDO found that, when compared to traditional public schools, Louisiana charter school students experienced learning gains equivalent to two months of added learning time in reading and three months of added time in math.

- These learning gains increased for students in New Orleans Charter Schools. Compared to a traditional public school, these students experienced learning gains equivalent to approximately four months of added learning time in reading and five months of added learning time in math.

- Louisiana charter schools significantly focus on serving Louisiana's most at-risk students - 82.5% of students in charter schools authorized by the Louisiana State Board of Elementary and Secondary Education are economically disadvantaged.

- The Brooking's Institute ranked the Recovery School District as the top school district nationally for education choice and competition in each of the last three years from 2012 through 2014.

- A recent report by Tulane University's Cowen Institute for Public Education highlighted the powerful role charter schools have played in the transformation of New Orleans' educational landscape 10 years following the aftermath of Hurricane Katrina. In 2005, 62% of New Orleans students attended a failing school – compared to just 7% today. Furthermore, graduation rates have increased by 17% from 56% in 2005 to 73% in 2014.

- The National Alliance for Public Charter Schools recently ranked Louisiana nationally as having both the #2 best charter school law and the #2 healthiest charter school movement.

Louisiana's CSP proposal will continue to build upon this success by accelerating the development and launch of new high-quality charter schools across our state. Furthermore, LDOE's CSP proposal will also leverage Louisiana's must successful charter schools, providing them opportunities to share best practices with both new and existing charter schools. This dual focus on growing and simultaneously improving Louisiana's charter school landscape will ensure that all students attending a Louisiana charter school are prepared for college and career success.

Thank you for your consideration of this worthy application. If my staff or I can be of any further assistance, please do not hesitate to contact my office.

Sincerely,

Matt Candler

Matt Candler
CEO, 4.0 Schools

[redacted]

2013-2014 • Recovery School District - N.O. • Grades K-8

591 Enrolled • 17% Special Education • >95% Free & Reduced Lunch • Site Code: [redacted]

C

SPS = 81.2

HOW DID STUDENTS PERFORM?

Students are assessed on their performance towards meeting grade-level expectations.

LEVEL	SCHOOL	DISTRICT	STATE	ABOVE Grade Level	AT Grade Level
Above Grade Level	16%	13%	24%	DECLINING	DECLINING
At Grade Level	48%	43%	45%		
Below Grade Level	36%	44%	32%		

NOTE: The table above includes students who take LAA 1 and LAA 2. View how their performance is measured here. Schools that are K-2 configurations have accountability data based on a paired school, designated by its district.

HOW MANY CREDITS DID STUDENTS EARN BY THE END OF FRESHMAN YEAR?

Schools with grade 8 are accountable for the number of credits earned and the number of students who dropout by the end of grade 9.

CREDITS	SCHOOL	DISTRICT	STATE
6+	78%	70%	81%
5-5.5	<5%	8%	<5%
3.5-4.5	11%	6%	<5%
3 or Less OR Dropout	7%	17%	11%

DID THIS SCHOOL MAKE PROGRESS WITH STUDENTS WHO STRUGGLED ACADEMICALLY?

Schools earn progress points for students who were below grade level but who exceeded expectations in the current year.

	# STUDENTS Below Grade Level	% EXCEEDING EXPECTATIONS	% DISTRICT	% STATE
ELA	61	57%	57%	56%
Math	42	64%	57%	53%

HOW DID DIFFERENT GROUPS OF STUDENTS PERFORM?

ALL STUDENTS:		STUDENTS WITH DISABILITIES:		STUDENTS ELIGIBLE FOR FREE & REDUCED LUNCH:	
64% on or above grade level	13/14 vs 12/13 DECLINING	36% on or above grade level	13/14 vs 12/13 DECLINING	63% on or above grade level	13/14 vs 12/13 DECLINING

2012-2013 2013-2014

B SPS 90.2 C SPS 81.2

As Louisiana transitions to higher standards and new assessments, the State Board of Education and the Louisiana Department of Education are committed to ensuring that educators and students have time to learn and adjust to the new expectations. To understand Louisiana's transition policies during this time to learn, click here.

What are my school and course choice options?

Where can I find additional performance information?

[redacted]

CMO: [redacted]

Non-Profit: [redacted]

Year Opened: 2007	2nd Renewal: 2014	Grade Configuration: K-8th

2013-2014 CHARTER SCHOOL ANNUAL REVIEW

DEPARTMENT of EDUCATION
Louisiana Believes

OVERVIEW

Academic Performance Score:	81.2	Financial Performance Score:	95	Organizational Performance Score:	100

DETAILED PERFORMANCE FRAMEWORK

ACADEMIC PERFORMANCE FRAMEWORK

LETTER GRADE
C

SCHOOL PERFORMANCE SCORE (SPS)
81.2

SPS Indicators	3-8	ACT	EOC	Special Education Indicators	
Assessment Index	71.1	N/A	N/A	Percentage of Students with Disabilities	16.4%
SPS Progress Points Awarded			7.3	Students Graduating with HS Diploma	N/A
Dropout Index (8th grade)			127.8	Students Dropping Out	N/A
Cohort Graduation Rate (HS)			N/A	Students Performing Proficient in ELA	37.5%
Graduation Index (HS)			N/A	Students Performing Proficient in Math	57.1%
ACT Average (HS)			N/A		

FINANCIAL PERFORMANCE FRAMEWORK

FINANCIAL PERFORMANCE RATING
Meets Expectations

FINANCIAL PERFORMANCE SCORE
95

Indicators	School Data	Points Earned	Points Possible
Fund Balance	27.4%*	30	30
Audit Findings	Unqualified Audit with No Findings	30	30
Debt to Assets Ratio	0.16*	20	20
Timely Reporting	1 report submitted late	15	20
Total		95	100

*2012-2013 audit data | ◊CMO-level financial data used

ORGANIZATIONAL PERFORMANCE FRAMEWORK

ORGANIZATIONAL PERFORMANCE RATING
Meets Expectations

ORGANIZATIONAL PERFORMANCE SCORE
100

Key Indicators	Points Earned	Points Possible
Enrollment	20	20
Facilities	12	12
Discipline	8	8
Special Education	28	28
Health and Safety	12	12
Governance	20	20
Total	100	100

ORGANIZATIONAL PERFORMANCE SCORE INDICATORS

A. ENROLLMENT (TYPE 5 SCHOOLS)

Indicators	Points Earned	Points Possible	School Data	Requirement	Detail
i. School follows all components of the OneApp process including appropriate child welfare and truancy policies.	4	4			Full Credit
ii. School Follows Recruitment and Enrollment Plan, Lottery	4	4			Full Credit
iii. School Follows Attendance Laws, Truancy Policy, and Timely Transfer of Records	4	4			Full Credit
iv. School Re-Enrolls High Percentage of Students	4	4	85.2%	75.8%	
v. School Retains Students During the School Year	4	4	1.3%	<2%	
Total	20	20			

B. FACILITIES (OBSERVED DURING FACILITIES REVIEW)

Indicators	Points Earned	Points Possible	Detail
i. School Meets Local and State Fire and Life Safety Codes	4	4	Full Credit
ii. School Meets Public Health Sanitary Codes	4	4	Full Credit
iii. ADA Requirements	4	4	Full Credit
Total	12	12	

C. DISCIPLINE

Indicators	Points Earned	Points Possible	Detail
i. School Adheres to BESE Model Master Discipline Plan	4	4	Full Credit
ii. Suspensions and Expulsions are Handled Properly	4	4	Full Credit
Total	8	8	

D. SPECIAL EDUCATION, 504 ACCOMMODATIONS, & OTHER AT-RISK STUDENT POPULATIONS
(Observed During Visit or Student Programs Monitoring)

Indicators	Points Earned	Points Possible	Detail
i. Enrollment and Retention	4	4	Full Credit
ii. Schools Identify At-Risk Students	4	4	Full Credit
iii. School Conducts Evaluations	4	4	Full Credit
iv. School Writes Required IEPs	4	4	Full Credit
v. School Provides Programming and Placement	4	4	Full Credit
vi. School Follows Discipline Procedures	4	4	Full Credit
vii. Assessments	4	4	Full Credit
Total	28	28	

E. HEALTH & SAFETY

Indicators	Points Earned	Points Possible	Detail
i. School Conducts Background Checks on All Employees	4	4	Full Credit
ii. School Provides Health Services to Students	4	4	Full Credit
iii. School Follows Bus Safety Protocols	4	4	Full Credit
Total	12	12	

F. GOVERNANCE

Indicators	Points Earned	Points Possible	Detail
i. Board Structure Meets Bulletin 126 Requirements	4	4	Full Credit
ii. Board Adheres to Louisiana Code of Governmental Ethics	4	4	Full Credit
iii. School and Board Adhere to Louisiana Open Meetings Laws	4	4	Full Credit
iv. Board Adheres to Public Records Act	4	4	Full Credit
v. Board Follows Public Bid Laws	4	4	Full Credit
Total	20	20	

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Pre-Opening Process
2014-2015

Incoming Operators

Non-Profit Name	School Name	Type	Grade Configuration		Enrollment	
			At Opening	At Scale	At Opening	At Scale
Democracy Prep Louisiana Charter School	Democracy Prep	5	K, 6	K - 8	220	990
Baton Rouge Bridge Academy, Inc.	Baton Rouge Bridge Academy	5	K, 1	K - 8	120	540
Baton Rouge College Preparatory, Inc.	Baton Rouge College Prep	5	5, 6	5 - 12	120	480
ReNEW-Reinventing Education	ReNEW McDonogh City Park Academy	5	K - 8	K - 8	xxx	xxx
Transformation #1	Transformation #1	5	PK - 8	PK - 8	xxx	xxx
Tangipahoa Charter School Association, Inc.	Tangi Academy	2	K - 5	K - 8	200	450
GEO Academies EBR	GEO	2	K - 5	K - 5	450	450

Pre-Opening Timeline

Round	Focus	Dates	# of Weeks	# of Days
1	Enrollment, School Info, Data Basics	1/19 – 2/27	5 wks, 5 days	40
2	Operations & Finance	3/2 – 3/20	2 wks, 5 days	19
3	Policies & Procedures	3/23 – 4/24	4 wks, 5 days	33
4	Facilities, Insurance, Key Staff Identified	4/27 – 5/29	4 wks, 5 days	33
5	Transition to Life After Pre-Opening	6/1 – 7/31	8 wks, 5 days	61
Total		**1/19 – 7/31**	**27 wks, 5 days**	**194**

Rounds and Associate Tasks

Round One: 1/19 – 2/27: **"Enrollment, School Info. Data Basics"**

Enrollment Plan

Enrollment Projections

School Name Chosen

Physical Location Identified

Management Agreement (if Necessary)

Board Chair Identified

Security Coordinator Identified

Sponsor Site Coordinator Identified

School Opening Date Identified

New School Form

Security Coordinator Form

Google Doc Update #1

***Round Two: 3/2 – 3/20 :* "Operations & Finance"**

Food Services Plan

Transportation Plan

Bank Accounts Set-Up to receive MFP through EFT

W-9

VLF

EFT

Charter Contracts Mailed to Operators

Google Doc Update #2

Round Three: 3/23 – 4/24: "Policies and Procedures"

Charter Contracts Returned

Student Handbook

SpEd Handbook

Expulsion Plan

School Nurse Plan

Background Check Assurance

Google Update #3

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Round Four: 4/27 – 5/29: "Facilities, Insurance, Key Staff Identified"

Two Tracks for Facilities

1) District Building (Inheriting something that has already been a school)
   a. Grace period of time between inheriting building and First 9 weeks visit to obtain DHH, PtO, and FMI

2) New Construction and/or Conversion
   a. No Grace Period. Must have these procured prior to "Day One."
      i. DHH
      ii. Permit to Operate
      iii. Fire Marshal Inspection

Must submit either proof of insurance or the quote that will be purchased with an assurance that all necessary insurance will be procured prior to conducting any official school business (including staff-wide professional development and/or the first day of school).

Google Doc Update #4

Round Five: 6/1 – 7/31: "Transition to Life After Pre-Opening"

New Charter Day

MSP/Charter Accountability Team Intro.

Pre-Opening Site Visit

Google Doc Update #4 and #5

LDOE Pre-Opening Contacts

Max Daigh

Manager of School Performance

Max.Daigh@la.gov

O: (504) 373-6200 ext. 20033 M: (504) 495-9647

Kristine Barker

Manager of School Performance

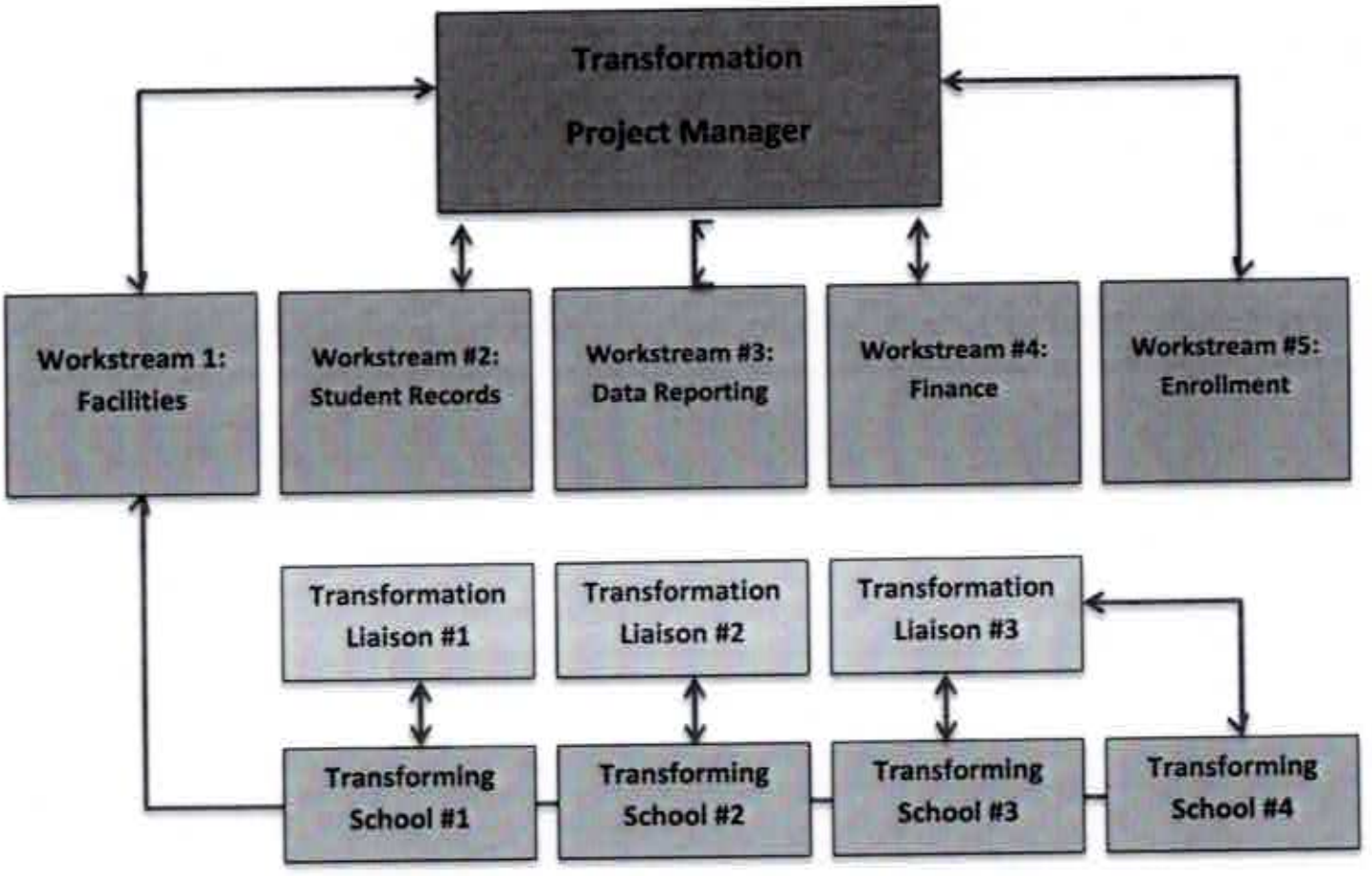
Kristine.Barker@la.gov

O: (504) 373-6200 ext. 20106 M: (225) 200-3839

RSD/LDOE Transformation Process Basics

- The "Transformation Project Manager" is responsible for defining critical workstreams ("Workstreams #1 - #5") involved in the transformation process and assembling a team of POCs from each workstream that will work together to create the closure plans for each school involved in a given year's transformation process. It's important to underscore the fact that no two schools will go through the same transformation process. As such, team flexibility and adaptability are imperative.

- Following the creation of school-specific transformation plans, "Transformation Liaisons" must be engaged. Transformation liaisons serve as the POC between the RSD and school-level personnel involved in school transformation. They will work one-on-one with school level personnel to ensure that transformation activities are completed effectively, efficiently, and in such a way that disruption to students and families of transforming school is minimized to the greatest extent possible.



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Documentation

- In order to streamline and standardize interactions between school level POCs and Transformation Liaisons, the following documents have been created.
    - School-Specific Transformation Plan: This serves as a master list of all closure-related tasks and the timeline associated with each. This document is shared with the school at the initial check-in between school level POCs and Transformation Liaisons. This document is portrayed as a living document that may be edited throughout the transformation process, if necessary. See, "School-Specific Transformation Plan".
    - Check-In Agenda: This document is prepared by the Transformation Liaisons and shared with appropriate school-level POCs prior to each meeting. See "Check-In Agenda" for a template and "Check-In Agenda_Example" for an example of the document in use.
    - Check-In Template: This document is prepared by the Transformation Liaisons and shared with appropriate school-level POCs prior to each meeting. The purpose of this document is to break down the School-Specific Transformation Plans into weekly objectives grouped by workstreams. See "Check-In Template" for a template and "Check-In Template_Example" for an example of the document in use.

Transformation Project Manager

With any feedback, questions, or concerns, please don't hesitate to reach out to the current Transformation Project Manager, Max Daigh, contact info. below.

Max Daigh

Manager of School Performance

Office of Statewide Monitoring, Charter Accountability

Louisiana Department of Education

Max.Daigh@la.gov

(504) 495-9647

RAISING THE BAR

Louisiana Type 2, 4, and 5 Charter Schools 2014-2015 Annual Report

December 2014

DEPARTMENT of EDUCATION
Louisiana Believes

Louisiana Charter Schools At-a-Glance

As independent public schools accountable for demonstrating high levels of student achievement, charter schools are given the autonomy to be innovative.

KEYS TO CHARTER SCHOOL SUCCESS

Autonomy

- Charter school leaders and boards are free to make decisions about staffing, curriculum development, and other factors to meet the needs of their students.

Accountability

- Charter schools are held to high academic, financial, and organizational standards.
- Charter schools are closed if performance is consistently low.

Choice

- Parents select the school their child attends.
- Teachers and principals choose schools that fit them best.

TYPES OF CHARTER SCHOOLS IN LOUISIANA IN 2014-2015

Type 1

- New school
- Authorizer: Local school board
- 23 schools

Type 2

- New or conversion school
- Authorizer: BESE
- 33 schools

Type 3

- Conversion school
- Authorizer: Local school board
- 13 schools

Type 4

- New or conversion school
- Authorizer: Local school board & BESE
- 1 school

Type 5

- Recovery School District schools
- Authorizer: BESE
- 64 schools

There are two new types of charter schools in Louisiana – **Type 1B** and **Type 3B**. A Type 1B charter is authorized by a local charter authorizer, a Type 3B charter school is a former Type 5 charter that transfers from the Recovery School District back to the jurisdiction of a local school system. As of 2013-2014, no Type 1B or 3B charters exist.

OVERSIGHT & GOVERNANCE OF CHARTER SCHOOLS IN LOUISIANA

Types 1 and 3

- Local school districts are responsible for the oversight of the Type 1 and Type 3 charters they authorize.
- Each charter school or charter management organization has a board of directors that governs school finances, operations and administration.

Types 2, 4, and 5

- The Louisiana Department of Education is responsible for the oversight of BESE-authorized charter schools.
- Each Type 2 and 5 charter school or charter management organization has a board of directors that governs school finances, operations and administration.
- Type 4 schools are governed by their local school board.

Message from Superintendent White

Dear Louisiana Students, Parents and Families,

Louisiana's charter schools have always aspired to academic performance standards beyond those set by the state and continue to hold themselves to high expectations.

This was clearly evidenced this year during the March 2014 BESE meeting. During this meeting, BESE approved the Department's recommendation to raise the academic performance bar for subsequent renewals of state-authorized charter schools. During the public comment prior to BESE's vote, charter school leaders from across the state came to speak in support of higher standards for themselves and their peers.

The overwhelming and vocal support of the charter school community to hold themselves to higher standards exemplifies the commitment to high expectations that Louisiana's charter school boards, leaders and teachers place upon themselves and their students.

This strong belief in high expectations for all students evidenced by charter schools is essential as Louisiana embarks on a transition to higher standards beginning in Spring 2015. This transition will intensify the demands on teachers, and further challenge our students. This will not be easy, but the children, families and educators in Louisiana are more than capable to rising to the challenge. Our students deserve to graduate high school prepared to succeed in the college or career path of their choosing.

The continued opportunities for school choice for Louisiana's families are also important to highlight this year. In Louisiana, options are expanding for families as the number of charter schools continues to grow. In August 2014, 17 new charter schools opened across the state for a total of 134 charter schools. Even more impressive, the number of students enrolled in a public charter school in Louisiana grew by more than 10,000 students in just one year. Charter schools now educate more than 70,000 students statewide.

As charter schools expand and serve more students, it is essential that they be held to high academic, financial and organizational standards. This past November, the Department released the first Charter School Annual Review. These reviews provide a yearlong evaluation of each charter school's performance against academic, financial and organizational performance expectations as defined in the Charter School Performance Compact. The Department is committed to providing school operators and boards with transparent standards on which to assess their performance.

This year marks the beginning of a transition to higher academic standards for all Louisiana public school students. The commitment of our charter community to these higher expectations and the Department's commitment to transparent communication and evaluation of those standards is critical as we embark on this journey together.

I applaud the work of our charter school leaders and teachers and thank them for their deep belief and commitment to the students of Louisiana.

Thank you for all you do for our children,

John White

A Brief History of Charter Schools in Louisiana

Since the Louisiana Legislature enacted the first charter school law in 1995, the charter school landscape has expanded to a current selection of 134 schools throughout the state, serving over 70,000 students at the start of the 2014-15 school year. The progress of charter schools across the state has been on a steady rise, expanding options for families and increasing the number of high quality seats for students.

Charter Schools

All charter schools in Louisiana are publicly funded and operated by a not-for-profit organization governed by a board of directors that is made up of community members and professionals. Charter schools are required to participate in the state's accountability program, including standardized testing.

Charter schools are allowed more independence in developing educational strategies than traditional public schools. In exchange for a higher level of autonomy, charter schools must meet high expectations to continually improve academic outcomes.

The Department of Education's Role

While the responsibility for type 1 and 3 charter schools lies with the local district by which they are authorized, the Louisiana Department of Education (LDOE) is directly responsible for the oversight of type 2, 4, and 5 charter schools.

LDOE has developed an oversight process that is rigorous, fair, and capable of holding charter schools to the outcomes expected. The Charter School Performance Compact is the vehicle by which the LDOE clearly communicates the standards to which charter schools are held. The Compact makes transparent the process by which the LDOE will evaluate performance and intervene when necessary.

By making standards clear and oversight transparent, the LDOE has returned opportunity and responsibility to the school leaders and charter board members who are directly involved in the education of Louisiana's children.

Growth of Type 2, 4, & 5 Charter Schools

Year Opened	Charter Types*			
	2	4	5	Total
1998-99	1			1
1999-00	1			1
2000-01	2	1		3
2001-02	1			1
2002-03	1			1
2003-04	1			1
2004-05			1	1
2005-06			8	8
2006-07			6	6
2007-08	1		6	7
2008-09			4	4
2009-10	2		5	7
2010-11	1		10	11
2011-12	5		6	11
2012-13	2		7	9
2013-14	6		5	11
2014-15	9		6	15
Total	33	1	64	98

* Excludes schools that are no longer in operation.

Where We are Now

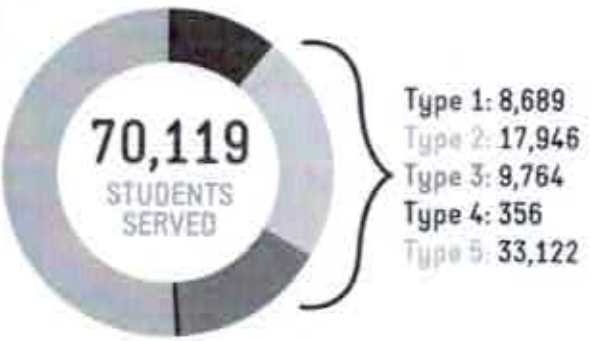
As the number of educational options continues to increase for Louisiana families, so does the level at which Louisiana's students are achieving academically. In fact, even as the expectations have continued to heighten, students in Louisiana have demonstrated steady gains in standardized test scores.

Expanding Options

For the 2014-2015 school year, 15 new Type 2 and Type 5 charter schools were opened throughout the state, further expanding the options provided to families and continuing efforts to provide high-quality choices.

CHARTER SCHOOLS BY PARISH

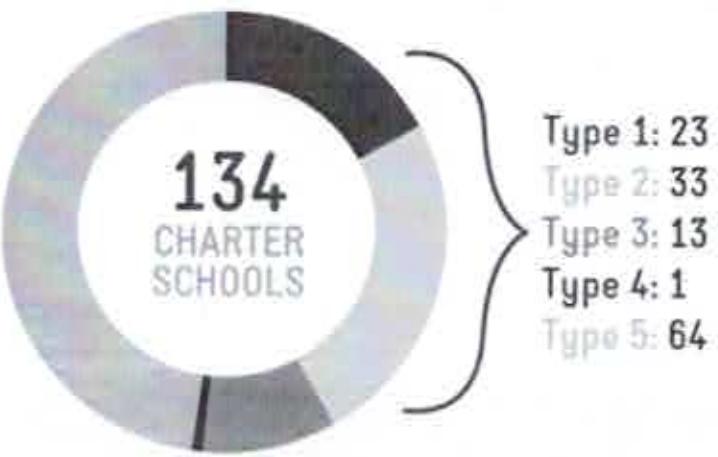
----- All Types -----



October 2014

51,424 in Types 2, 4, & 5

TOTAL CHARTER SCHOOLS IN 2014-2015



82.5%

OF STUDENTS IN TYPE 2, 4, AND 5 CHARTERS ARE ECONOMICALLY DISADVANTAGED

October 2014

Where We are Now

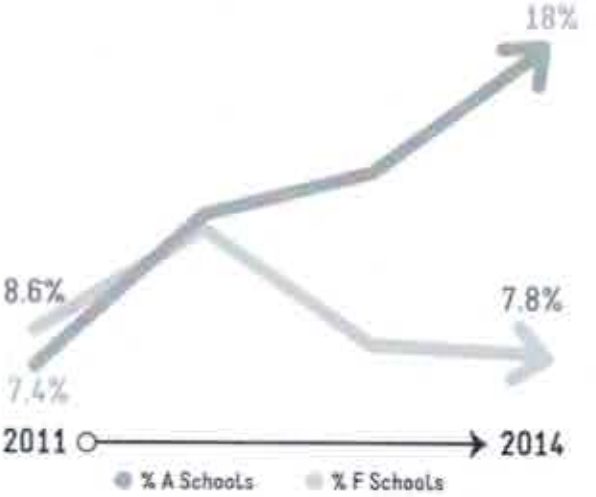
SCHOOL PERFORMANCE SCORES (SPS)

School Performance Scores are based on student achievement, academic indicators and measures of career and college readiness.

ELEMENTARY SCHOOL (K-8)
95% Assessments + 5% High School Credits Earned by End of Freshman Year + Progress Points

HIGH SCHOOL (9-12)
25% ACT Composite + 25% EOC + 25% Graduation Rate + 25% Quality of Diploma + Progress Points

PROGRESS OF SCHOOLS IN LOUISIANA
(All Louisiana schools)



TYPE 2, 4, AND 5 CHARTER SCHOOL SPS INDICATORS

	2013-2014
School Performance Score	77.5
Assessment Index (grades 3-8)	65.5
Assessment Index (EOC)	61.8
Assessment Index (ACT)	44.9
Dropout Credit Accumulation Index	120
Strength of Diploma (Graduation Index)	73
Cohort Graduation Rate Index	83.4
Progress Points	10

2013-2014 PROGRESS POINTS

The letter grade system awards up to 10 progress points to schools making gains with students who are struggling academically.

TYPE 2 Charter Schools
Average Points Earned: 7.7

59%

of 33 schools
-- Received Progress Points --

TYPE 4 Charter Schools
Average Points Earned: 4.3

100%

of 1 school
-- Received Progress Points --

TYPE 5 Charter Schools
Average Points Earned: 7.3

68%

of 64 schools
-- Received Progress Points --

School Spotlights

O.P Walker – L.B. Landry High School

CHARTER TYPE: 5

YEAR OPENED: 2005-2006

GRADES SERVED IN 2014-2015: 9-12

B
2014 LETTER GRADE

Career Technical Education Activities:

In addition to offering a traditional college preparatory curriculum, O.P. Walker - L.B. Landry places a strong emphasis on high-wage, high-growth career preparation in Skilled Crafts and Healthcare. All freshmen are required to take Journey to Careers and the school has a longstanding tradition of dual enrollment with Delgado Community College. The partnership includes such programs as: Welding, Carpentry, Process Technology, and Certified Nursing Assistant.

ReNEW SciTech Academy

CHARTER TYPE: 5

YEAR OPENED: 2010-2011

GRADES SERVED IN 2014-2015: PK-8

C
2014 LETTER GRADE

SciTech is piloting the VEX Robotics Curriculum and, in its second year, the girls robotics collective has had amazing success at the southeastern regionals and the championships in California. The hands-on science and math programs offered in the STEM classes provide the students with an opportunity to develop skills and knowledge that are incredibly valuable in the 21st Century.

Lycée Français de la Nouvelle-Orléans

CHARTER TYPE: 2

YEAR OPENED: 2011-2012

GRADES SERVED IN 2014-2015: K-4

B
2014 LETTER GRADE

LYCÉE FRANÇAIS
DE LA NOUVELLE-ORLÉANS

Lycée's Thinking Outside the Classroom program allows for students to get unique experiences through community partners throughout New Orleans. Current programs include: Audubon Zoo Science Laboratory; Ogden Museum Art Studio; and French Quarter Time Travel (in partnership with the Louisiana State Museum and the National Park Service).

Higher Accountability - Increased renewal standards

As the standards to which students are held continue to increase in rigor, the Department has taken purposeful steps to ensure that the schools and educators are also held to expectations higher than ever before.

Beginning in 2015, BESE-authorized charter schools seeking subsequent renewal of their charter contract must meet a higher bar than in previous years. No charter shall be renewed unless the charter operator can, at a minimum, demonstrate improvement in the academic performance of students over the term of the charter school's existence.

Consistent with the philosophy of rewarding strong performance and incentivizing continual improvement, charter contract renewal term length will be based on the academic, financial and organizational performance indicators defined in the Charter School Performance Compact. Charter contracts can be renewed for a maximum of ten years or a minimum of three. Schools demonstrating the ability to meet or exceed expectations will receive longer renewal term lengths than those that do not.

Academic Base Terms	Financial & Organizational Additional Years	Potential Term Lengths
A - 6 Years	Up to 4 additional years	6-10 Years
B - 5 Years	Up to 2 additional years	5-7 Years
C- 4 Years	Up to 2 additional years	4-6 Years
D- 3 Years	No additional years	3 Years
F - 3 Years	No additional years	3 Years

Alternative Accountability Framework

In order to accurately evaluate the performance of BESE-authorized charter schools serving unique student populations, a BESE-approved alternate accountability framework in the spring of 2014. The approved framework is sensitive to the challenges faced by alternative schools that serve a non-traditional student population.

BESE approves alternative charter school extension and renewal frameworks that set forth specific criteria that will be used to annually evaluate student performance of alternative charter schools who:

- serve a non-traditional student population
- elect to be evaluated by the alternative framework
- receive BESE approval as an alternative charter.

Standards used in the frameworks shall correspond to student performance criteria.

PARCC and Common Core

The Common Core State Standards (CCSS) are grade-level expectations focused on teaching students to think critically and reason independently in the subjects of reading, writing and math.

As a part of this transition to higher standards, students in grades 3-8 will take the PARCC assessment in mathematics and English language arts beginning in the 2014-15 school year. The PARCC assessment is aligned to Louisiana's CCSS and has been developed with significant input from Louisiana educators. PARCC is a "test worth taking" as it mirrors the demands of every day life. The high school end-of-course (EOC) exams are also aligned to the CCSS.

Performance Frameworks

The Charter School Performance Compact assesses schools on their ability to operate as sound, independent entities that successfully serve all students. The Department of Education has selected assessment components that strike the balance between documents submitted by the schools and performance data that provide fact-based insight on school performance.

Academic Performance

A school's SPS score and letter grade are used to determine the school's academic performance within the Academic Performance Framework.

2014 Type 2, 4, and 5 Charter Performance

Letter Grade	Number of Schools
A	4
B	10
C	30
D	23
F	9

Financial Performance

The fiscal viability of schools is measured through four indicators:

1) fund balance;

2) audit findings;

3) debt to asset ratio; and

4) timely reporting.

Organizational Performance

The organizational performance framework provides performance targets for the legal and contractual obligations that schools must meet. There are six areas of focus 1) enrollment 2) facilities 3) special education and at-risk populations 4) governance 5) discipline 6) health and safety

2014-2015 Average Points Earned*

	Organizational Performance	Financial Performance
Type 2,4	97	91
Type 5	97	84

* for schools eligible for full 100 points

The Department of Education

Charter School Performance Compact

The Charter School Performance Compact (CSPC) was developed in partnership with the Recovery School District, charter school management organization leaders, school leaders, and board members for Type 2, 4, and 5 charter schools. The CSPC:

- Provides charter school operators and boards with clear expectations, fact-based oversight and timely feedback while ensuring charter autonomy
- Outlines the accountability mechanism used by the Department of Education
- Clearly communicates standards and expectations to schools.

It is a mutual obligation that drives the Charter School Performance Compact – a collaborative effort between schools and the Department of Education with the common objective of providing Louisiana students with a high quality education.

Charter Accountability Team

The Charter Accountability Team plans, organizes and manages all oversight activity for Type 2, 4, and 5 charter schools aligned with the Louisiana Charter School Performance Compact and Bulletin 126. The team also provides support to charter schools and manages parent complaints. In addition to providing ongoing oversight, the Charter Accountability Team serves as a liaison between the charter schools and the Department of Education in order to ease communication and the facilitate academic, financial and organizational success of Type 2, 4, and 5 charter schools throughout the state.

Parents and Community

School Performance Scores & Letter Grades

Starting in 1999, the Department of Education has issued School Performance Scores (SPS) to all public schools. The SPS is the primary metric used to quantify and communicate a school's academic performance. To clearly communicate the quality of school performance to families and the public, Louisiana adopted a school letter grade system based off each school's SPS. Letter grades on an A-F scale provide families and the public the information necessary to understand school performance. Schools may also earn designations such as Top Gains Schools or High Performing High Poverty Schools.

School Report Cards

Released each fall, school report cards provide metrics of school performance in an easily accessible format and provides an overview of a school's performance. These metrics include how well the school is making progress with students who are struggling academically and how well the students

are prepared for college and career success. The report cards provide context on how well the school is serving the needs of its students.

Where We Are Going

Expectations for Louisiana students will continue to rise. With the higher bar for success for all students, schools are working harder than ever to achieve academic gains.

Expanding what works

There are now more high quality options that are raising the bar for high quality education in the state.

- With an increasing number of school options across the state, more Louisiana families than ever are able to choose the school that best fits their students' needs.
- Both educators and the Department of Education are continually working to improve methods and accountability to improve the educational outcomes provided to students.
- Charter schools are continuously improving how they serve students and these best practices and procedures are being expanded throughout the state.

15 type 2 and 5 charters opened in the 2014-15 academic year and several more are projected to open in the fall of 2015.

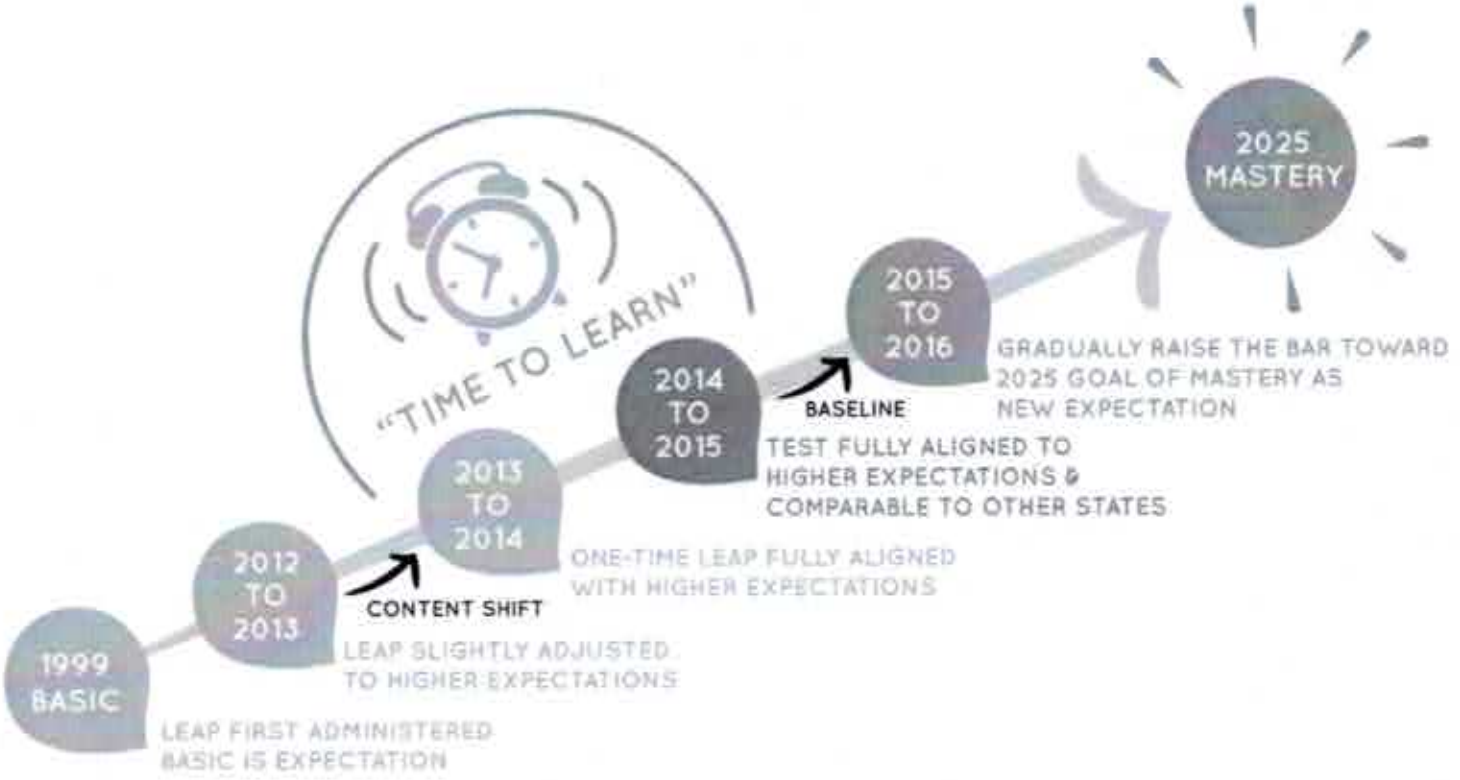
Charter Extension and Renewal Moving Forward

Starting with the December 2015 charter renewal process, a BESE-authorized charter school must receive a letter grade of at least a 'D' for their first renewal or a 'C' for subsequent renewals to be eligible for renewal. Turnaround schools may be extended or renewed if they make an average of 5 or more points of growth per year on their assessment index, and schools serving a non-traditional student population may use an alternative evaluation tool.

SPS Moving Forward

In 2015, BESE will determine, in consultation with the Accountability Commission, the timeline and benchmarks needed to gradually raise the standard for student proficiency such that the average student in a school or district with a letter grade of "A" achieves at least "mastery" on state assessments no later than the 2024-2025 school year. The bar will continue to be raised until all students attend high performing schools throughout the state.

Louisiana's Transition to Higher Standards



As expectations are raised, BESE and the Department of Education have approved a set of transition policies that allow educators, parents and students time to learn the new expectations. These policies are as follows:

Long-term Goal: By the year 2025, students in A-rated schools will, on average, demonstrate content mastery as opposed to basic understanding. Mastery is the standard for college and career readiness.

New Assessments: Louisiana will move to the more rigorous assessments for grades 3-8 in 2014-2015. Louisiana will not change high school assessments in 2014-2015. Instead, student performance will continue to be assessed using Common Core-aligned End of Course exams (EOC) and the ACT.

School and District Accountability: Only after a new baseline of accountability results in 2015 is established will BESE begin raising the bar toward our 2025 goal when an "A" school will be a school where the majority of students are college-and career-ready, as determined by a mastery level. A gradual increase of the letter grade bar from a fair baseline starting in the 2015-2016 school year.

Educator Accountability: For 2013-2014 and 2014-2015, value-added data will not be available, as tests are changing from one year to the next. The state will provide districts with transitional growth data, but there will be no requirement value-added data used in Compass ratings for 2014 and 2015.

Curriculum: The Department of Education has developed several curriculum resources and guidebooks, in addition to EAGLE 2.0, an online assessment tool to help prepare students for higher expectations.

2014-2015 Charter Schools

School	Type	Parish	Chartering Authority	Year Opened	Grade Level	Students Served (Oct 1, 2014)	2014 School Performance Score	2014 Letter Grade	2013 School Performance Score	2013 Letter Grade		2013-2014 Annual Review (Types 2, 4, and 5 only)	
												Financial Performance	Organizational Performance
Bayou Community Academy	1	Lafouche	Lafouche Parish	2011-12	K-5th	431	121	A	90.6	B	✔		
Bricolage Academy	1	Orleans	Orleans Parish	2013-14	K-1st	150	Did not receive a score						
Career Academy	1	East Baton Rouge	East Baton Rouge	2011-12	9th-12th	307	13.4	F	19.6	F			
Community School for Apprenticeship Learning	1	East Baton Rouge	East Baton Rouge	1997-98	PreK-5th	268	44.7	F	68.8	D			
Community School for Apprenticeship Learning	1	East Baton Rouge	East Baton Rouge	1997-98	6th-8th	227	81.5	C	81.7	C			
Einstein Charter School	1	Orleans	Orleans Parish	2005-06	PreK-8th	996	91.9	B	95.4	B			
ENCORE Academy	1	Orleans	Orleans Parish	2012-13	PreK-6th	430	73	C	64.9	D			
Excellence Academy	1	Ouachita	Monroe City	2013-14	6th-8th	238	62	D	N/A	N/A			
Homer A. Plessy Community School	1	Orleans	Orleans Parish	2013-14	PreK-2nd	182	Did not receive a score						
Inspire Charter Academy	1	East Baton Rouge	East Baton Rouge	2010-11	K - 8th	684	57.3	D	62.2	D			
International School of Louisiana - Jefferson	1	Jefferson	Jefferson Parish	2013-14	K - 8th	427	83.4	C	75.8	C			
J.K Haynes Elementary and Middle Charter School	1	East Baton Rouge	East Baton Rouge	1997-98	PreK-5th, 6th -8th	486	86.5	B	76.7	C			
Jefferson Chamber Foundation Academy	1	Jefferson	Jefferson Parish	2010-11	9th-12th	137	40	F	44.9	F			
Kenner Health Discovery	1	Jefferson	Jefferson Parish	2013-14	PreK-3rd, 5th-6th	583	95.5	B	N/A	N/A			
Magnolia School of Excellence	1	Caddo	Caddo Parish	2013-14	K-6th	752	58.2	D	N/A	N/A			
Mentorship Academy of Digital Arts	1	East Baton Rouge	East Baton Rouge	2010-11	9th - 11th	227	50.2	D	38	F	✔		
Mentorship Academy of Science and Technology	1	East Baton Rouge	East Baton Rouge	2010-11	9th -11th	262	44.8	F	33	F			
Pathways in Education - Shreveport	1	Caddo	Caddo Parish	2014-15	9th - 12th	115	Opened in 2014-15 school year						
Slaughter Community Charter School	1	East Feliciana	East Feliciana	2011-12	7th - 9th	255	98.9	B	83	C	✔		
South Baton Rouge Charter Academy	1	East Baton Rouge	East Baton Rouge	2014-15	K-6th	489	Opened in 2014-15 school year						
THRIVE	1	East Baton Rouge	East Baton Rouge	2012-13	6th-12th	80	87.5	B	76.9	C	✔		

School	Type	Parish	Chartering Authority	Year Opened	Grade Level	Students Served (Oct 1, 2014)	2014 School Performance Score	2014 Letter Grade	2013 School Performance Score	2013 Letter Grade		2013-2014 Annual Review (Types 2, 4, and 5 only)	
												Financial Performance	Organizational Performance
Virtual Academy of Lafourche	1	Lafouche	Lafouche Parish	2012-13	K-12th	454	75.4	C	70	C			
Young Audiences Charter School	1	Jefferson	Jefferson Parish	2013-14	K-3rd	509	57.1	D	N/A	N/A			
Acadiana Renaissance Charter Academy	2	Lafayette	BESE	2014-15	K-6th	675	Opened in 2014-15 school year						
Advantage Charter Academy	2	East Baton Rouge	BESE	2014-15	K-5th	360	Opened in 2014-15 school year						
Avoyelles Public Charter School	2	Avoyelles	BESE	2000-01	K-12th	721	126.9	A	113.6	A	✔	Meets Expectations	Meets Expectations
Baton Rouge Charter Academy at Mid-City	2	East Baton Rouge	BESE	2013-14	K-8th	621	36.2	F	N/A	N/A		Meets Expectations	Meets Expectations
Belle Chasse Academy	2	Plaquemines	BESE	2002-03	K-8th	933	114.9	A	102.6	A	✔	Meets Expectations	Meets Expectations
D'Arbonne Woods Charter School	2	Union	BESE	2009-10	K-11th	806	93.5	B	90.4	B		Meets Expectations	Meets Expectations
Delhi Charter School	2	Richland	BESE	2001-02	K-12th	832	92.8	B	82	C	✔	Meets Expectations	Meets Expectations
Delta Charter School	2	Concordia	BESE	2013-14	K-10th	382	80.1	C	N/A	N/A		Approaches Expectations	Meets Expectations
Glencoe Charter School	2	St. Mary	BESE	1999-00	K-8th	377	100.9	A	96.9	B		Meets Expectations	Meets Expectations
Iberville Charter Academy	2	Iberville	BESE	2014-15	K-6th	274	Opened in 2014-15 school year						
Impact Charter	2	East Baton Rouge	BESE	2014-15	K-3rd	149	Opened in 2014-15 school year						
International High School of New Orleans	2	Orleans	BESE	2010-11	9th-12th	546	83.6	C	66.9	D		Meets Expectations	Meets Expectations
International School of Louisiana	2	Orleans	BESE	2000-01	K-8th	908	114.1	A	105.3	A	✔	Meets Expectations	Meets Expectations
Jefferson Chamber Foundation Academy - East	2	Jefferson	BESE	2013-14	8th-12th	105	50.6	D	N/A	N/A		Meets Expectations	Meets Expectations
JS Clark Leadership Academy	2	St. Landry	BESE	2012-13	5th-8th	220	68	D	54.2	D	✔	Meets Expectations	Meets Expectations
Lafayette Renaissance Charter Academy	2	Lafayette	BESE	2014-15	K-6th	534	Opened in 2014-15 school year						
Lake Charles Charter Academy	2	Calcasieu	BESE	2011-12	K-8th	860	81.8	C	80.8	C		Meets Expectations	Meets Expectations
Lake Charles College Prep	2	Calcasieu	BESE	2014-15	9th	103	Opened in 2014-15 school year						

School	Type	Parish	Chartering Authority	Year Opened	Grade Level	Students Served (Oct 1, 2014)	2014 School Performance Score	2014 Letter Grade	2013 School Performance Score	2013 Letter Grade		2013-2014 Annual Review (Types 2, 4, and 5 only)	
												Financial Performance	Organizational Performance
Louisiana Connections Academy	2	East Baton Rouge	BESE	2011-12	K-12th	1723	74.3	C	72.5	C		Meets Expectations	Meets Expectations
Louisiana Key Academy	2	East Baton Rouge	BESE	2013-14	1st-3rd	181	Did not receive a score					Meets Expectations	Meets Expectations
Louisiana Virtual Charter Academy	2	East Baton Rouge	BESE	2011-12	K-12th	1900	75	C	60.8	D		Meets Expectations	Meets Expectations
Lycee Francois de la Nouvelle Orleans	2	Orleans	BESE	2011-12	K-4th	467	91.5	B	N/A	N/A		Fails to Meet Expectations	Meets Expectations
Madison Preparatory Academy	2	East Baton Rouge	BESE	2009-10	9th-12th	346	73.9	C	57.4	D	✔	Meets Expectations	Meets Expectations
Milestone Academy	2	Jefferson	BESE	2003-04	K-9th	428	67.3	D	62.9	D		Meets Expectations	Meets Expectations
New Orleans Military/ Maritime Academy	2	Orleans	BESE	2011-12	9th-12th	540	83	C	85.2	B		Meets Expectations	Meets Expectations
New Vision Learning Academy	2	Ouachita	BESE	1998-99	K-6th	383	80.1	C	91.1	B		Meets Expectations	Meets Expectations
Northeast Claiborne Charter	2	Union	BESE	2014-15	K-12th	144	Opened in 2014-15 school year						
Northshore Charter School	2	Washington	BESE	2013-14	K-2nd, 9th	407	Did not receive a score					Fails to Meet Expectations	Meets Expectations
Southwest Louisiana Charter Academy	2	Calcasieu	BESE	2012-13	K-8th	864	79.3	C	79.9	C		Meets Expectations	Meets Expectations
Tallulah Charter School	2	Madison	BESE	2013-14	PreK-5th	364	38.8	F	N/A	N/A		Approaches Expectations	Meets Expectations
The MAX Charter School	2	Lafouche	BESE	2007-08	1st-8th	110	52.8	D	50	D		Meets Expectations	Meets Expectations
Vision Academy	2	Ouachita	BESE	2014-15	9th-12th	200	Opened in 2014-15 school year						
Willow Charter Academy	2	Lafayette	BESE	2014-15	K-5th	483	Opened in 2014-15 school year						
Alice M. Harte Elementary School	3	Orleans	Orleans Parish	2005-06	K-8th	750	106.6	A	94.2	B	✔		
Audubon Charter School	3	Orleans	Orleans Parish	2005-06	PreK-8th	802	118.4	A	106.4	A	✔		
Beekman Charter School	3	Morehouse	Morehouse Parish	2013-14	PreK-6	775	69.1	D	N/A	N/A			
Benjamin Franklin High School	3	Orleans	Orleans Parish	2005-06	9th-12th	894	140.1	A	138.5	A			
Downsville Charter School	3	Union	Union Parish	2012-13	K-12th	367	82.8	C	89.3	B			
Edna Karr High School	3	Orleans	Orleans Parish	2005-06	9th-12th	1080	96.7	B	93.8	B			
Edward Hynes Charter School	3	Orleans	Orleans Parish	2006-07	PreK-8th	684	108.6	A	107	A			

School	Type	Parish	Chartering Authority	Year Opened	Grade Level	Students Served (Oct 1, 2014)	2014 School Performance Score	2014 Letter Grade	2013 School Performance Score	2013 Letter Grade		2013-2014 Annual Review (Types 2, 4, and 5 only)	
												Financial Performance	Organizational Performance
Lake Forest Elementary Charter School	3	Orleans	Orleans Parish	2005-06	K-8th	546	124.6	A	125.3	A			
Lusher Charter School	3	Orleans	Orleans Parish	2005-06	6th - 12th, K-5th	1691	131.5	A	132.6	A			
New Orleans Science & Math High School	3	Orleans	Orleans Parish	2005-06	9th-12th	415	94.3	B	84.9	C			
Robert Russa Moton Charter School	3	Orleans	Orleans Parish	2006-07	PreK-7th	398	86.7	B	61.9	D	✔		
Warren Easton Senior High Charter School	3	Orleans	Orleans Parish	2006-07	9th- 12th	990	96.2	B	95.3	B			
Woodmere Celerity Charter School	3	Jefferson	Jefferson Parish	2014-15	PreK-5th	372	Opened in 2014-15 school year						
Louisiana High School for Agricultural Sciences	4	Avoyelles	BESE/APSB	2000-01	7th-12th	356	73.5	C	72.3	C		Approaches Expectations	Meets Expectations
Akili Academy of New Orleans	5	Orleans	BESE/RSD	2008-09	K-6th	487	80	C	71.6	C		Meets Expectations	Meets Expectations
Algiers Technology Academy	5	Orleans	BESE/RSD	2007-08	9th-12th	299	51.7	D	52.1	D		Fails to Meet Expectations	Meets Expectations
Andrew H. Wilson Charter School	5	Orleans	BESE/RSD	2007-08	K-8th	628	49.1	F	63.3	D		Fails to Meet Expectations	Meets Expectations
ARISE Academy	5	Orleans	BESE/RSD	2009-10	PreK - 6th	425	58.3	D	72.5	C		Fails to Meet Expectations	Meets Expectations
Arthur Ashe Charter School	5	Orleans	BESE/RSD	2007-08	K-8th	694	81.2	C	90.2	B		Meets Expectations	Meets Expectations
Baton Rouge University Preparatory Elementary	5	East Baton Rouge	BESE	2014-15	K	88	Opened in 2014-15 school year						
Capitol High School	5	East Baton Rouge	BESE	2014-15	9th - 12th	365	Opened in 2014-15 school year						
Celerity Crestworth Charter School	5	East Baton Rouge	BESE	2014-15	K-2nd, 6th-8th	324	Opened in 2014-15 school year						
Celerity Dalton	5	East Baton Rouge	BESE	2014-15	PreK-5th	425	Opened in 2014-15 school year						
Celerity Lanier Charter School	5	East Baton Rouge	BESE	2014-15	K-5th	434	Opened in 2014-15 school year						
Cohen College Prep	5	Orleans	BESE/RSD	2012-13	6th-12th	464	72.9	C	63.5	D		Meets Expectations	Meets Expectations
Crescent Leadership Academy	5	Orleans	BESE/RSD	2012-13	7th-12th	162	14.4	T	25.2	T		Fails to Meet Expectations	Meets Expectations
Crocker College Prep	5	Orleans	BESE/RSD	2013-14	PreK-5th	426	66.1	T	N/A	N/A		Meets Expectations	Meets Expectations

School	Type	Parish	Chartering Authority	Year Opened	Grade Level	Students Served (Oct 1, 2014)	2014 School Performance Score	2014 Letter Grade	2013 School Performance Score	2013 Letter Grade		2013-2014 Annual Review (Types 2, 4, and 5 only)	
												Financial Performance	Organizational Performance
Dr. Martin Luther King, Jr. Charter School for Science and Technology	5	Orleans	BESE/RSD	2006-07	PreK-12th	801	85.5	B	78.1	C		Meets Expectations	Meets Expectations
Dwight D. Eisenhower Elementary School	5	Orleans	BESE/RSD	2005-06	PreK-8th	795	67.7	D	79.8	C		Meets Expectations	Meets Expectations
Edgar P. Harney Spirit of Excellence Academy	5	Orleans	BESE/RSD	2010-11	K-8th	387	75.9	C	64.1	D	✔	Approaches Expectations	Meets Expectations
Esperanza Charter School	5	Orleans	BESE/RSD	2010-11	K-8th	453	85.6	B	75.3	C	✔	Meets Expectations	Meets Expectations
Fannie C. Williams Charter School	5	Orleans	BESE/RSD	2011-12	PreK-8th	597	64.8	D	75.7	T		Meets Expectations	Meets Expectations
G.W. Carver Collegiate Academy	5	Orleans	BESE/RSD	2012-13	9th-11th	305	70.6	C	N/A	N/A		Meets Expectations	Meets Expectations
G.W. Carver Preparatory Academy	5	Orleans	BESE/RSD	2012-13	9th-11th	287	80.6	C	N/A	N/A		Meets Expectations	Meets Expectations
Gentilly Terrace Elementary School	5	Orleans	BESE/RSD	2010-11	PreK-8th	485	67.3	D	74.2	C		Meets Expectations	Meets Expectations
Harriet Tubman Charter School	5	Orleans	BESE/RSD	2011-12	K-8th	543	63	D	72.7	T		Meets Expectations	Meets Expectations
James M. Singleton Charter School	5	Orleans	BESE/RSD	2006-07	PreK-8th	514	80.8	C	56.9	D	✔	Meets Expectations	Meets Expectations
John Dibert Community School	5	Orleans	BESE/RSD	2010-11	PreK-8th	627	82.1	C	87.8	B		Meets Expectations	Meets Expectations
Joseph A. Craig Charter School	5	Orleans	BESE/RSD	2012-13	PreK-8th	428	39.8	T	49.9	T		Meets Expectations	Meets Expectations
Joseph Clark High School	5	Orleans	BESE/RSD	2011-12	9th-12th	427	45.4	F	57.7	T		Approaches Expectations	Meets Expectations
Kenilworth Science and Technology Charter School	5	East Baton Rouge	BESE/RSD	2009-10	6th-8th	564	65.7	D	75.2	C		Meets Expectations	Meets Expectations
KIPP Believe College Prep and Primary School	5	Orleans	BESE/RSD	2005-06	K-2nd, 5th-8th	797	83.5	C	78.1	C		Approaches Expectations	Meets Expectations
KIPP Central City Academy	5	Orleans	BESE/RSD	2007-08	5th-8th	418	95.2	B	96.9	B		Approaches Expectations	Meets Expectations
KIPP Central City Primary	5	Orleans	BESE/RSD	2008-09	K-4th	516	78	C	75.2	C		Fails to Meet Expectations	Meets Expectations
KIPP East Community Primary	5	Orleans	BESE	2014-15	K	94	Opened in 2014-15 school year						

School	Type	Parish	Chartering Authority	Year Opened	Grade Level	Students Served (Oct 1, 2014)	2014 School Performance Score	2014 Letter Grade	2013 School Performance Score	2013 Letter Grade		2013-2014 Annual Review (Types 2, 4, and 5 only)	
												Financial Performance	Organizational Performance
KIPP McDonogh #15 Middle and Primary School for the Creative Arts	5	Orleans	BESE/RSD	2006-07	K-4th, 5th-8th	918	85.7	B	89.9	B		Fails to Meet Expectations	Meets Expectations
KIPP New Orleans Leadership Academy	5	Orleans	BESE/RSD	2010-11	K-3rd, 5th-8th	834	49.9	D	70.7	C		Approaches Expectations	Meets Expectations
KIPP Renaissance High School	5	Orleans	BESE/RSD	2010-11	9th-12th	445	61	D	50.1	D		Approaches Expectations	Meets Expectations
Lafayette Academy	5	Orleans	BESE/RSD	2006-07	PreK - 8th	955	81.7	C	79.7	C		Meets Expectations	Meets Expectations
Lagniappe Academies of New Orleans	5	Orleans	BESE/RSD	2010-11	K-4th	180	82.3	C	85	B		Meets Expectations	Meets Expectations
Lake Area New Tech Early College High School	5	Orleans	BESE/RSD	2009-10	9th -12th	698	64.5	D	74.1	C		Meets Expectations	Meets Expectations
Langston Hughes Academy Charter School	5	Orleans	BESE/RSD	2007-08	PreK-8th	844	77.6	C	81.3	C		Approaches Expectations	Meets Expectations
LB Landry - OP Walker College & Career Preparatory High School	5	Orleans	BESE/RSD	2005-06	9th-12th	1316	89.7	B	85.7	B		Meets Expectations	Meets Expectations
Linwood Public Charter School	5	Caddo	BESE/RSD	2009-10	6th-8th	533	50.2	D	50.9	D		Meets Expectations	Meets Expectations
Martin Behrman Elementary School	5	Orleans	BESE/RSD	2005-06	PreK-8th	719	93.3	B	92.1	B		Meets Expectations	Meets Expectations
Mary D. Coghill Accelerated Academy	5	Orleans	BESE/RSD	2013-14	PreK-8th	637	69.7	C	N/A	N/A		Meets Expectations	Meets Expectations
McDonogh #28 City Park Academy	5	Orleans	BESE/RSD	2006-07	K-8th	448	66.4	D	77.6	C		Meets Expectations	Meets Expectations
McDonogh #32 Elementary School	5	Orleans	BESE/RSD	2006-07	PK-8th	671	64.4	D	70.9	C		Meets Expectations	Meets Expectations
McDonogh #42 Elementary Charter School	5	Orleans	BESE/RSD	2012-13	PreK-8th	453	58.3	T	39.4	T	✔	Meets Expectations	Meets Expectations
Medard H. Nelson Elementary School	5	Orleans	BESE/RSD	2005-06	PreK-8th	519	67.3	D	79.5	C		Meets Expectations	Meets Expectations
Mildred Osborne Elementary School	5	Orleans	BESE/RSD	2013-14	K-6th	423	52.9	D	N/A	N/A		Meets Expectations	Meets Expectations
Miller McCoy Academy for Mathematics and Business	5	Orleans	BESE/RSD	2008-09	5th-12th	365	49.7	F	60.1	D		Meets Expectations	Meets Expectations
Morris Jeff Community School	5	Orleans	BESE/RSD	2010-11	PreK-5th	522	83.5	C	84.3	C		Meets Expectations	Meets Expectations

School	Type	Parish	Chartering Authority	Year Opened	Grade Level	Students Served (Oct 1, 2014)	2014 School Performance Score	2014 Letter Grade	2013 School Performance Score	2013 Letter Grade		2013-2014 Annual Review (Types 2, 4, and 5 only)	
												Financial Performance	Organizational Performance
Paul Habans Elementary School	5	Orleans	BESE/RSD	2013-14	PreK-6th	472	42	F	N/A	N/A		Meets Expectations	Meets Expectations
Pierre A. Capdau Learning Academy	5	Orleans	BESE/RSD	2004-05	K-8th	405	89.9	B	48.8	F	✔	Meets Expectations	Meets Expectations
ReNEW Accelerated High School (1/City Park)	5	Orleans	BESE/RSD	2011-12	9th - 12th	178	16.4	F	5.4	F		Meets Expectations	Meets Expectations
ReNEW Accelerated High School (2/West Bank)	5	Orleans	BESE/RSD	2011-12	9th - 12th	164	21.9	F	2	F		Meets Expectations	Meets Expectations
ReNEW Cultural Arts Academy	5	Orleans	BESE/RSD	2010-11	PreK-8th	686	55	D	60.1	D		Meets Expectations	Meets Expectations
ReNEW Dolores T. Aaron Elementary School	5	Orleans	BESE/RSD	2011-12	PK-8th	806	62.5	D	64.4	T		Meets Expectations	Meets Expectations
ReNEW Schaumburg Elementary	5	Orleans	BESE/RSD	2013-14	PreK-8th	840	55.7	T	N/A	N/A		Meets Expectations	Meets Expectations
ReNEW SciTech Academy	5	Orleans	BESE/RSD	2010-11	PreK-8th	745	81.6	C	75	C		Meets Expectations	Meets Expectations
S.J. Green Charter School	5	Orleans	BESE/RSD	2005-06	K-8th	522	74	C	78.4	C		Meets Expectations	Meets Expectations
Sci Academy	5	Orleans	BESE/RSD	2008-09	9th-12th	460	79.8	C	88.6	B		Meets Expectations	Meets Expectations
Sophie B. Wright Learning Academy	5	Orleans	BESE/RSD	2005-06	6th-12th	399	73.9	C	88.5	B		Approaches Expectations	Meets Expectations
Success Preparatory Academy	5	Orleans	BESE/RSD	2009-10	K- 7th	506	74.7	C	79.8	C		Meets Expectations	Meets Expectations
Sylvanie Williams College Prep	5	Orleans	BESE/RSD	2007-08	K-5th	386	52.8	D	72.4	C		Meets Expectations	Meets Expectations
The NET Charter School	5	Orleans	BESE/RSD	2012-13	9th-12th	164	22.2	F	9.1	F	✔	Meets Expectations	Meets Expectations
William J. Fischer Elementary School	5	Orleans	BESE/RSD	2005-06	PreK-8th	650	56.8	D	76	C		Meets Expectations	Meets Expectations

Louisiana Charter Schools Program

This application does not include propriety information.

RS 17:10.5

§10.5. School and district accountability; failing schools; transfer to Recovery School District; parent petitions

A.(1) An elementary or secondary school operating under the jurisdiction and direction of any city, parish, or other local public school board or any other public entity which is academically unacceptable under a uniform statewide program of school accountability established pursuant to rules adopted by the State Board of Elementary and Secondary Education under authority of law, referred to in this Section as "the state board", shall be designated as a failed school. When a city, parish, or other local public school board or other public entity: (a) fails to present a plan to reconstitute the failed school to the state board, as required pursuant to such an accountability program, or (b) presents a reconstitution plan that is unacceptable to the state board, or (c) fails at any time to comply with the terms of the reconstitution plan approved by the state board, or (d) the school has been labeled an academically unacceptable school for four consecutive years, the school shall be removed from the jurisdiction of the city, parish, or other local public school board or other public entity and transferred to the jurisdiction of the Recovery School District established in R.S. 17:1990, provided the state board approves the transfer.

(2) Procedures and standards for aligning the state program of school and district accountability with the requirements of this Section and Part VII of Chapter 8 of this Title shall be adopted by the state board by rule.

B. A failed school shall be reorganized, as necessary, and operated by the Recovery School District pursuant to its authority in whatever manner is determined by the administering agency of the Recovery School District to be most likely to bring the school to an acceptable level of performance as determined pursuant to the accountability plan.

C.(1) The Recovery School District shall retain jurisdiction of any school transferred to it pursuant to the provisions of this Section for a period of not less than five school years not including the school year in which the transfer occurred if the transfer occurred during a school year.

(2)(a) No later than nine months prior to the expiration of the five-year period, the Recovery School District shall make a report to the State Board of Elementary and Secondary Education.

(b) The report shall include at a minimum each of the following elements:

(i) The status of each school transferred, the nature of its faculty and administration, the demographics and size of its student body, its organizational and management structure, whether there has been improvement in student academic performance and, if so, how much and, if not, why not.

(ii) A recommendation as to whether the school should be:

(aa) Continued in the Recovery School District pursuant to its reported operational status.

(bb) Continued in the Recovery School District with a change in its operational status and the nature of the recommended change.

(cc) Closed and the reasons therefor.

(dd) Returned to the administration and management of the transferring system with proposed stipulations and conditions for the return.

(3) No later than six months prior to the expiration of the five-year period, the State Board of Elementary and Secondary Education shall take action on the recommendations of the Recovery School District. Any action that results in an affirmative agreement to retain the school in the Recovery School District shall retain the school in the Recovery School District for an additional five-year period, unless a lesser time is adopted by the state board. The report required by Paragraph (2) of this Subsection and the action required in this Paragraph shall occur no later than six months prior to each period of continuation.

D. At the time of the transfer of a school to the Recovery School District, the parent or guardian with responsibility for decisions regarding the education of any student attending the school or any student who would be assigned to attend the school may choose to continue to have their child be enrolled in and attend the school under the jurisdiction of the Recovery School District or may exercise an option which shall be made available by the city, parish, or other local public school board or any other public entity from which the school is being transferred to enroll in and attend another school operated by the school board or entity.

E.(1) Annually, the State Board of Elementary and Secondary Education, represented by the

superintendent of the Recovery School District, shall submit a written report to the House and Senate committees on education.

(2) The report required by this Subsection shall include:

(a) A listing and description of the status of each school for which the state board has required the development of a plan of reconstitution since the submittal of the last report.

(b) A listing and description of the status of each school which has begun operating pursuant to an approved reconstitution plan since the submittal of the last report.

(c) A listing and description of the status of each school which has continued to operate pursuant to an approved reconstitution plan since the submittal of the last report.

(d) A listing and description of the status of each school the jurisdiction over which has been transferred to the Recovery School District since the submittal of the last report.

F.(1) Notwithstanding the provisions of Paragraph (A)(1) of this Section, a public school shall be removed from the jurisdiction of the city, parish, or other local public school board or other public entity and transferred to the jurisdiction of the Recovery School District if such transfer is approved by the State Board of Elementary and Secondary Education and both of the following conditions are met:

(a) Parents or legal guardians representing at least a majority of the students attending the school sign a petition requesting that the school be transferred to the Recovery School District.

(b) The school has received a letter grade of "D" or "F" or any variation thereof, pursuant to the Louisiana School and District Accountability System for three consecutive years.

(2) The State Board of Elementary and Secondary Education shall develop and adopt rules and regulations for implementation of this Subsection which shall include but not be limited to:

(a) The format and procedures for submitting a petition pursuant to this Subsection to the state superintendent of education to be brought by him before the State Board of Elementary and Secondary Education for review pursuant to the process established for the consideration of schools eligible for transfer to the Recovery School District as provided in this Section.

(b) A requirement that each student may be signed for by his parents or legal guardians only one time on any given petition such that each student equals one signature.

(c) Signature validation procedures that include the following requirements:

(i) That upon submission of a petition, the state Department of Education shall determine if the number of signatures represents at least a majority of the students attending the school.

(ii) That the signatures be assumed valid unless challenged or there is reasonable doubt of their validity. If validity is challenged or doubted, the department shall, within forty-five calendar days, review and verify the signatures. If the department finds that the number of valid signatures is fewer than a majority required, parents or legal guardians shall have thirty calendar days, commencing with a date specified by the department, to resolve such discrepancies and collect the signatures of additional parents or legal guardians. Signatures shall not be discounted over technicalities if the clear intent of the parent or legal guardian was to support the petition.

(d) Transfer procedures for students who choose not to remain enrolled at the school as a result of the state board's decision to transfer the school to the jurisdiction of the Recovery School District.

(3) The state Department of Education shall maintain records regarding the contents and outcomes of the petitions.

(4) Parents or legal guardians shall be free from harassment, threats, and intimidation related to circulation of or signing a petition.

(5) School and district resources shall not be used to support or oppose any effort by petitioning parents or legal guardians to gather signatures and submit a petition.

G.(1) Notwithstanding the provisions of Subsection C of this Section, a school that is directly operated by the Recovery School District and that has not been identified for conversion to a charter school pursuant to a charter contract between the State Board of Elementary and Secondary Education and a nonprofit charter organization shall be removed from the jurisdiction of the Recovery School District and returned to the administration and management of the school system from which it was transferred if such return is approved by the State Board of Elementary and Secondary Education and the respective local school board and the following conditions are met:

(a) Parents or legal guardians representing at least a majority of the students who have been enrolled in the school for at least two years sign a petition requesting that the school be removed from the jurisdiction of the Recovery School District and returned to the administration and management of the school system from which it was transferred.

(b) The school has received a letter grade of "D" or "F" or any variation thereof, pursuant to the Louisiana School and District Accountability System, for five consecutive years while under the jurisdiction of the Recovery School District.

(2) By October 1, 2013, the State Board of Elementary and Secondary Education shall develop and adopt rules and regulations for implementation of this Subsection which shall include but not be limited to:

(a) The format, procedures, and timelines for submitting a petition pursuant to this Subsection to the state superintendent of education to be brought by him before the State Board of Elementary and Secondary Education for review, consideration, and action.

(b) A requirement that each student may be signed for by his parents or legal guardians only one time on any given petition such that each student equals one signature.

(c) Signature validation procedures that include the following requirements:

(i) That upon submission of a petition, the state Department of Education shall determine if the number of signatures represents at least a majority of the students attending the school.

(ii) That the signatures be assumed valid unless challenged or there is reasonable doubt of their

validity. If the validity is challenged or doubted, the department shall, within forty-five calendar days, review and verify the signatures. If the department finds that the number of valid signatures is fewer than the majority required, parents or legal guardians shall have thirty calendar days, commencing with a date specified by the department, to resolve such discrepancies and to collect the signatures of additional parents or legal guardians. Signatures shall not be discounted over technicalities if the clear intent of the parent or legal guardian was to support the petition.

(d) Transfer procedures for students who choose not to remain enrolled at the school as a result of the state board's decision to return the school to the administration and management of the school system from which it was transferred.

(3) The state Department of Education shall maintain records regarding the contents and outcomes of the petitions.

(4) Parents or legal guardians shall be free from harassment, threats, and intimidation related to circulation of or signing a petition.

(5) School and district resources shall not be used to support or oppose any effort by petitioning parents or legal guardians to gather signatures and submit a petition.

Acts 2003, No. 9, §1, eff. Nov. 6, 2003; Acts 2008, No. 489, §1; Acts 2012, No. 2, §1; Acts 2013, No. 275, §1.

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RS 17:3971

CHAPTER 42. CHARTER SCHOOL DEMONSTRATION PROGRAMS LAW

PART I. GENERAL PROVISIONS

§3971. Short citation

This Chapter shall be known and may be cited as the "Charter School Demonstration Programs Law".

Acts 1995, No. 192, §1, eff. June 14, 1995; Acts 1997, No. 477, §1, eff. June 30, 1997.

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RS 17:3972

§3972. Intent and purpose

A. It is the intention of the legislature in enacting this Chapter to authorize experimentation by city and parish school boards by authorizing the creation of innovative kinds of independent public schools for pupils. Further, it is the intention of the legislature to provide a framework for such experimentation by the creation of such schools, a means for all persons with valid ideas and motivation to participate in the experiment, and a mechanism by which experiment results can be analyzed, the positive results repeated or replicated, if appropriate, and the negative results identified and eliminated. Finally, it is the intention of the legislature that the best interests of at-risk pupils shall be the overriding consideration in implementing the provisions of this Chapter.

B.(1) The purposes of this Chapter shall be to provide opportunities for educators and others interested in educating pupils to form, operate, or be employed within a charter school with each such school designed to accomplish one or more of the following objectives:

(a) Improve pupil learning and, in general, the public school system.

(b) Increase learning opportunities and access to quality education for pupils.

(c) Encourage the use of different and innovative teaching methods and a variety of governance, management, and administrative structures.

(d) Require appropriate assessment and measurement of academic learning results.

(e) Account better and more thoroughly for educational results.

(f) Create new professional opportunities for teachers and other school employees, including the opportunity to be responsible for the learning program at the school site.

(2) It is not a purpose of this Chapter to permit establishment of a charter school to be used as the means of keeping open an existing public school that otherwise would be closed. Such a circumstance, however, shall not preclude approval of a proposed charter that otherwise fulfills a purpose of this Chapter and for which the proposal clearly demonstrates that the educational program proposed to be offered will improve the achievement levels of the students enrolled in that school.

(3) It is not a purpose of this Chapter to provide a means of funding for nonpublic schools or any home study program.

Acts 1995, No. 192, §1, eff. June 14, 1995; Acts 1997, No. 477, §1, eff. June 30, 1997; Acts 1999, No. 14, §1; Acts 1999, No. 757, §1, eff. July 2, 1999.

RS 17:3973

§3973. Definitions

As used in this Chapter, the following words, terms, and phrases shall have the meanings ascribed to them in this Section except when the context clearly indicates a different meaning:

(1) "At-risk pupil" means any pupil about whom at least one of the following is true:

(a) Is eligible to participate in the federal free or reduced lunch program by demonstrating that he meets the income requirements established for participation in the program, not necessarily by participating in the program.

(b) Is under the age of twenty and has been withdrawn from school prior to graduation for not less than one semester.

(c) Is under the age of twenty and has failed to achieve the required score on any portion of the examination required for high school graduation.

(d) Is in the eighth grade or below and is reading two or more grade levels below grade level as determined by one or more of the tests required pursuant to R.S. 17:24.4.

(e) Has been identified as a student with an exceptionality as defined in R.S. 17:1942 not including gifted and talented.

(f) Is the mother or father of a child.

(2)(a) "Charter school" means an independent public school that provides a program of elementary or secondary education, or both, established pursuant to and in accordance with the provisions of this Chapter to provide a learning environment that will improve pupil achievement. Nothing in this Chapter shall be construed to prohibit a Type 1, Type 1B, Type 2, Type 3, Type 3B, or Type 4 charter school from having a residential component.

(b) Charter schools shall be one of the following types:

(i) Type 1, which means a new school operated as the result of and pursuant to a charter between the nonprofit corporation created to operate the school and a local school board. Within such Type 1 charter schools, only pupils who would be eligible to attend a public school operated by the local school board within the same city or parish will be eligible to attend as provided in the charter.

(ii) Type 2, which means a new school or a preexisting public school converted and operated as the result of and pursuant to a charter between the nonprofit corporation created to operate the school and the State Board of Elementary and Secondary Education. Prior to the creation of such a charter to convert a preexisting school, it shall be approved by the professional faculty and staff of the preexisting school and by the parents or guardians of children enrolled in the school as provided in R.S. 17:3983(C). Within such Type 2 charter schools, pupils who reside within the state will be eligible to attend as provided in the charter. Creation of a Type 2 charter school shall comply with the provisions of R.S. 17:3983(A)(2)(a)(i).

(iii) Type 3, which means a preexisting public school converted and operated as the result of and pursuant to a charter between a nonprofit corporation and the local school board. Prior to the creation of such a charter, the local school board may require approval of a proposal to create such a charter by the members of the faculty and staff of the preexisting school who are certified by the state board and by the parents or guardians of children enrolled in the school as provided in R.S. 17:3983(C). Within such Type 3 schools, only pupils who would be eligible to attend a public school operated by the local school board granting the charter, or pupils from the same area as those permitted to attend the preexisting school will be eligible to attend as provided in the charter.

(iv) Type 4, which means a preexisting public school converted and operated or a new school operated as the result of and pursuant to a charter between a local school board and the State Board of Elementary and Secondary Education. Prior to the creation of such a charter to convert a preexisting school, the state board may require approval of a proposal to create such a charter by the professional faculty and staff of the preexisting school and by the parents or guardians of children enrolled in the school as provided in R.S. 17:3983(C). Within such Type 4 schools, unless an agreement with another city, parish, or other local public school board is reached to allow students to attend the charter school, only pupils who would be eligible to attend a public school operated by the local school board or pupils from the same areas as those permitted to attend the preexisting school will be eligible to attend as provided in the charter.

(v)(aa) Type 5, which means a preexisting public school transferred to the Recovery School District

as a school determined to be failing pursuant to R.S. 17:10.5 or 10.7 and operated as the result of and pursuant to a charter between a nonprofit corporation and the State Board of Elementary and Secondary Education. The chartering authority shall review each Type 5 charter proposal in compliance with the Principles and Standards for Quality Charter School Authorizing as promulgated by the National Association of Charter School Authorizers. Except as otherwise provided in R.S. 17:10.7 or 1990, and notwithstanding the provisions of R.S. 17:3991(B)(1), within such Type 5 charter school, only pupils who would have been eligible to enroll in or attend the preexisting school under the jurisdiction of the city, parish, or other local public school board or other public school entity prior to its transfer to the Recovery School District may attend. However, all such pupils shall be eligible to attend notwithstanding any other provision of this Chapter to the contrary.

(bb) In addition to pupils who are eligible to enroll pursuant to the provisions of Subitem (aa) of this Item, any student who is eligible to participate in a school choice program established by the prior system shall be permitted to enroll in a Type 5 charter which has capacity for another student in the appropriate grade. Maximum capacity by grade shall be provided in the charter agreement.

(cc)(I) No member of the State Board of Elementary and Secondary Education shall be a member of the governing or management board of any Type 5 charter school. No member of any city, parish, or other local public school board shall be a member of the governing or management board of any Type 5 charter school within the jurisdictional area of such city, parish, or other local public school board.

(II) No member of a governing or management board of any Type 5 charter school shall be an elected official as defined by R.S. 42:1102(9). No member of such a board shall have been an elected official for a period of at least one year prior to appointment to such board.

(dd) A Type 5 charter school that is transferred from the Recovery School District to the administration and management of the transferring local school system pursuant to R.S. 17:10.5 or 10.7 and rules adopted by the state board shall no longer be determined to be failing and shall be converted to a Type 3B charter school.

(vi) Type 1B, which means a new school or a preexisting public school operated as the result of and pursuant to a charter between the nonprofit corporation created to operate the school and a local charter authorizer. Within such charter schools, pupils who reside within the state will be eligible to attend as provided in the charter.

(vii) Type 3B, which means a former Type 5 charter school transferred from the Recovery School District to the administration and management of the transferring local school system pursuant to R.S. 17:10.5 or 10.7 and rules adopted by the state board. The local school board shall permit a Type 3B charter school to remain in the facility in which it was located at the time of transfer or shall provide the Type 3B charter school with another facility for use. Pursuant to rules and regulations adopted by the state board, the state board may require a Type 3B charter school to participate in unified processes common to other public schools located in the same parish or school district boundaries that are critical to providing equity and access to students and families, such as processes for student enrollment, expulsion, and transportation.

(3) "Chartering authority" means either a local school board, a local charter authorizer, or the State Board of Elementary and Secondary Education.

(4) "Local charter authorizer" means an entity certified by the state board in accordance with this Chapter to enter into agreements with chartering groups.

(5) "Local school board" means any city, parish, or other local public school board.

(6) "Public service organization" means any community-based group of fifty or more persons incorporated under the laws of this state that meets all of the following requirements:

(a) Has a charitable, eleemosynary, or philanthropic purpose.

(b) Is qualified as a tax-exempt organization under Section 501(c) of the United States Internal Revenue Code and is organized for a public purpose.

(7) "State board" means the State Board of Elementary and Secondary Education.

Acts 1995, No. 192, §1, eff. June 14, 1995; Acts 1997, No. 477, §1, eff. June 30, 1997; Acts 1999, No. 14, §1; Acts 1999, No. 757, §1, eff. July 2, 1999; Acts 1999, No. 1210, §1; Acts 1999, No. 1339, §1, eff. July 12, 1999; Acts 2003, No. 9, §1, eff. Nov. 6, 2003; Acts 2005, 1st Ex. Sess., No. 35, §1, eff. Nov. 30, 2005; Acts 2009, No. 278, §1, eff. July 1, 2009; Acts 2010, No. 324, §1, eff. July 1, 2010; Acts 2011, No. 181, §1; Acts 2012, No. 2, §1; Acts 2012, No. 811, §5, eff. July 1, 2012; Acts 2013, No. 330, §1.

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RS 17:3981

PART II. STATE CHARTERING AUTHORITY

§3981. State Board of Elementary and Secondary Education; powers and duties relative to charter schools

The State Board of Elementary and Secondary Education shall:

(1) Administer loans as provided in Part VI of this Chapter for assisting in meeting the costs required to establish a charter school as well as the costs of operation.

(2) Enter into any proposed charter that complies with this Chapter and the rules adopted pursuant to the authority in this Chapter that the board determines is a valid, complete, financially well-structured, and educationally sound proposal that offers potential for fulfilling the purposes of this Chapter.

(3) Adopt, pursuant to the Administrative Procedure Act, such rules as the board determines is necessary to efficiently, effectively, and fairly undertake its duties.

(4) Review each proposed charter in a timely manner and determine whether each proposed charter complies with the law and rules and whether the proposal is valid, complete, financially well-structured, educationally sound, whether it provides for a master plan for improving behavior and discipline in accordance with R.S. 17:252, whether it provides a plan for collecting data in accordance with R.S. 17:3911, and whether it offers potential for fulfilling the purposes of this Chapter. The board shall engage in an application review process that complies with the latest Principles and Standards for Quality Charter School Authorizing, as promulgated by the National Association of Charter School Authorizers, and shall provide for an independent evaluation of the charter proposal by a third party with educational, organizational, legal, and financial expertise.

(5) Determine the policy and provide direction to the state Department of Education for providing the oversight of the operation of charter schools chartered with the board.

(6) Upon the request of any school system with fewer than five thousand students, provide technical assistance to the system in determining the potential financial impact of any proposed charter school on the operation of the system.

(7) Approve common charter applications developed by the state Department of Education for use by all chartering authorities in the state. The application shall allow a potential chartering group to propose any number of charter schools through a single application.

(8) Actively recruit chartering groups that offer a program of study or propose to offer a program of study that effectively addresses regional workforce needs, such as career and technical education, industry-based certifications, and vocational course work.

Acts 1995, No. 192, §1, eff. June 14, 1995; Acts 1997, No. 477, §1, eff. June 30, 1997; Acts 2006, No. 630, §1; Acts 2009, No. 123, §1, eff. June 26, 2009; Acts 2010, No. 756, §1, eff. June 29, 2010; Acts 2012, No. 2, §1.

RS 17:3981.1

§3981.1. State board; powers and duties relative to local charter authorizers

A. The state board shall:

(1) Approve a process for certifying entities as local charter authorizers as more fully specified in this Section.

(2) Not certify any entity as a local charter authorizer under this Section unless it is in compliance with procedures and regulations established by the state board and the entity meets all of the following requirements:

(a) The entity is either a state agency or a nonprofit corporation having an educational mission, including but not limited to a nonprofit corporation of a philanthropic or policy nature, a Louisiana public postsecondary education institution, or a nonprofit corporation established by the governing authority of a parish or municipality.

(b) The entity does not operate any charter schools. An entity which operates charter schools may not be certified as a local charter authorizer.

(c) The entity has been incorporated for not less than three years.

(d) The entity has in its possession not less than five hundred thousand dollars in assets net of liabilities as reported to the Department of Revenue.

(3) Review each proposed local charter authorizer in a timely manner and determine whether each proposed local charter authorizer complies with the law and rules and whether the proposal is valid, complete, financially well-structured, and educationally sound, whether it provides for a master plan of academic excellence relative to the schools it shall oversee, whether it provides a plan for developing the capacity to authorize not fewer than five schools and assures the state board that it intends to authorize not fewer than five schools, and whether it offers potential for fulfilling the purposes of this Chapter. The board shall engage in an application review process that complies with the latest Principles and Standards for Quality Charter School Authorizing, as promulgated by the National Association of Charter School Authorizers, and shall provide for an independent evaluation of the charter proposal by a third party with educational, organizational, legal, and financial expertise.

(4) Certify not more than five local charter authorizers to operate in any regional labor market area, as defined by the Louisiana Workforce Commission, at any given time.

(5) Approve a process by which charter schools authorized by a local charter authorizer shall be transferred to the state board as Type 2 or Type 5 charter schools should the local charter authorizer lose its certification by the state board or otherwise cease to exist.

(6) Monitor and evaluate the schools authorized by a local charter authorizer in accordance with the school and district accountability system.

B. The initial certification of a local charter authorizer shall be for a period of five years. After the third year of operation of any charter school authorized by the local chartering authorizer, the state board shall conduct a thorough review of the authorizer's activities and the performance of the charter schools authorized by the local charter authorizer, in accordance with the school and district accountability system. If the average performance of these charter schools is a letter grade of "C", "D", or "F" or any variation thereof, the authorizer shall be placed on probation and submit a plan for improving the performance of the schools under its authority to the state board.

C.(1) If the average performance of the charter schools authorized by the local charter authorizer is a letter grade of "C" or any variation thereof after the initial certification period, the state board may recertify the local charter authorizer under the condition that the local charter authorizer may not authorize any additional schools until the average performance of the charter schools authorized by the local charter authorizer is a letter grade of "A" or "B" or any variation thereof. The local charter authorizer may maintain the charter schools it has previously approved.

(2) If the average performance of the charter schools authorized by the local charter authorizer is a letter grade of "D" or "F" or any variation thereof after the initial certification period, the state board shall not recertify the local charter authorizer and shall provide for the transfer of the charter schools authorized by the local charter authorizer to the state board as Type 2 or Type 5 charter schools.

D. After the initial certification period, the state board may grant renewal of certification for

additional periods of not less than three years nor more than ten years after thorough review of the local chartering authority's activities and the performance of the charter schools authorized by the local charter authorizer. The state board shall continue to conduct a thorough review of the authorizer's activities and the performance of the charter schools authorized by the local charter authorizer, in accordance with the school and district accountability system, every three years.

E. If the average performance of the charter schools authorized by the local charter authorizer is a letter grade of "C" or any variation thereof after any three-year review, the local charter authorizer may not authorize any additional schools until the average performance of those schools is a letter grade of "A" or "B" or any variation thereof. If the average performance of the charter schools authorized by the local charter authorizer is a letter grade of "D" or "F" or any variation thereof after any three-year review, the state board shall cancel the local charter authorizer's certification and provide for the transfer of those schools to the state board as Type 2 or Type 5 charter schools.

F. The state board may rescind a charter approval or agreement between a local charter authorizer and a chartering group if the state board finds that in approving the applicant or entering the agreement the authorizer has failed to comply with laws and regulations, including but not limited to whether the local charter authorizer has engaged in a transparent application review process that complies with the latest Principles and Standards for Quality Charter School Authorizing, as promulgated by the National Association of Charter School Authorizers, and has provided for an independent evaluation of the charter proposal by a third party with educational, organizational, legal, and financial expertise.

G. The state board may rescind a charter approval or agreement between a local charter authorizer and a chartering group if the chartering group has been found by the state board to have a repeating pattern of abuse, neglect, and mistreatment of students.

Acts 2012, No. 2, §1.

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RS 17:3982

§3982. Local school boards; duties

A.(1)(a)(i) Local school boards shall comply with R.S. 17:3983 and shall review and formally act upon each charter proposal received within time lines established by the State Board of Elementary and Secondary Education that are consistent with national best practices in charter school authorizing. Such time lines shall require, at a minimum, an annual charter application process in which local school boards are afforded at least ninety days to evaluate such applications. In conducting such review, the local school board shall determine whether each proposed charter complies with the law and rules, whether the proposal is valid, complete, financially well-structured, and educationally sound, whether it provides for a master plan for improving behavior and discipline in accordance with R.S. 17:252, whether it provides a plan for collecting data in accordance with R.S. 17:3911, and whether it offers potential for fulfilling the purposes of this Chapter. The local board shall engage in a transparent application review process that complies with the latest Principles and Standards for Quality Charter School Authorizing, as promulgated by the National Association of Charter School Authorizers, and shall provide for an independent evaluation of the charter proposal by a third party with educational, organizational, legal, and financial expertise. Each local board shall use a common charter application developed by the state Department of Education and approved by the state board, but may request additional information from applicants as needed.

(ii) A local school board may accept charter proposals and notify charter applicants of its final decision pursuant to time lines approved by the state board. Notifications of charter proposals denied shall include written explanation of the reasons for such denial.

(b) Notwithstanding the provisions of Subparagraph (a) of this Paragraph, school boards which govern a local system that has been declared to be in academic crisis, as defined in R.S. 17:10.6, shall not consider, review, or act upon charter applications for a Type 1 charter school and shall notify the proponents of any pending Type 1 charter proposal or any newly submitted Type 1 charter proposal that the board is ineligible to act on such applications and that each such application may, therefore, be submitted to the state board as a Type 2 proposal pursuant to R.S. 17:3983(A)(2)(a)(ii).

(2) The local school board shall make public through its website, and in printed form upon request, the guidelines for submitting a charter proposal, all forms required for submission of a charter proposal, the time lines established for accepting and reviewing charter proposals in accordance with Item (1)(a)(ii) of this Subsection, the process that will be used to review charter proposals submitted to the board, and the name and contact information for a primary point of contact for charter proposals.

(3) If a charter applicant believes that a local school board has not complied with Paragraphs (1) and (2) of this Subsection in its evaluation of an application, the charter applicant may submit its proposal to the state board for its review and approval as a Type 2 charter. If the state board determines that the school board failed to comply with Paragraphs (1) and (2) of this Subsection, it shall notify the school board of that determination and may proceed with its own review of the charter application. The state board shall review each proposal according to the process set forth in R.S. 17:3981(4) and shall provide written notification of its final decision to the charter applicant pursuant to time lines established by the state board.

B.(1) Local school boards shall make available to chartering groups any vacant school facilities or any facility slated to be vacant for lease or purchase up to fair market value. In the case of a Type 1B or a Type 2 charter school created as a result of a conversion, the facility and all property within the existing school shall be made available to that chartering group. In return for the use of the facility and its contents, the chartering group shall pay a proportionate share of the local school board's bonded indebtedness to be calculated in the same manner as set forth in R.S. 17:1990(C)(2)(a)(i). If such facilities were constructed at no cost to the local school board, then such facilities including all equipment, books, instructional materials, and furniture within such facilities shall be provided to the charter school at no cost.

(2) If a chartering group determines that a facility or property that was purchased from the Orleans Parish School Board is no longer needed for an educational purpose, the group shall first offer to sell the facility or property back to the Orleans Parish School Board prior to seeking to dispose of it to any other person or entity.

Acts 1995, No. 192, §1, eff. June 14, 1995; Acts 1997, No. 447, §1, eff. June 30, 1997; Acts 1999, No. 14, §1; Acts 1999, No. 757, §1, eff. July 2, 1999; Acts 2005, 1st Ex. Sess., No. 35, §1, eff. Nov. 30,

2005; Acts 2009, No. 123, §1, eff. June 26, 2009; Acts 2010, No. 334, §1; Acts 2010, No. 722, §1; Acts 2010, No. 756, §2, eff. Jan. 1, 2011; Acts 2012, No. 2, §1; Acts 2012, No. 708, §1.

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RS 17:3983

PART III. CHARTERING PROCESS, REVISION, AND RENEWAL

§3983. Chartering process by type; eligibility; limitations; faculty approval; parental approval

A.(1) Any of the following may form a nonprofit corporation for the purpose of proposing a charter as provided in this Subsection, provided that the group submitting the charter school proposal includes three or more persons holding valid and current Louisiana teaching certificates:

(a) A group of three or more teachers.

(b) A group of ten or more citizens.

(c) A public service organization.

(d) A business or corporate entity registered to do business in Louisiana pursuant to law, excluding any business or corporate entity subject to the provisions of R.S. 18:1505.2(L) as provided in R.S. 18:1505.2(L)(3).

(e) A Louisiana college or university, licensed by the Board of Regents, pursuant to R.S. 17:1808.

(f) The faculty and staff of any city or parish public school or any local school board.

(g) The state Department of Education, subject to the approval of the state board.

(2)(a)(i) Each proposal for a Type 1 or Type 3 charter school shall first be made to the local school board with jurisdiction where the school is to be located, except as provided for in Item (ii) or (iii) of this Subparagraph, by submitting a written proposal. If, after review as required by R.S. 17:3982, the local school board denies the proposal, or if conditions placed on the proposal by the local school board, as provided in Paragraph (B)(2) of this Section, are not acceptable to the chartering group, then a proposal for a Type 2 charter school may be made to the state board.

(ii) A proposal for a Type 1 charter school that would otherwise be made to a local school board except that the local system is in academic crisis shall, in the discretion of the proponents of the proposal, be made to the state board as a Type 2 proposal.

(iii) If the local school system in which a chartering group intends to apply to operate a school has received a letter grade designation of "D" or "F" or any variation thereof, then a proposal for a Type 2 charter school may be made to the state board.

(b) All proposals for a Type 4 charter school shall be made to the State Board of Elementary and Secondary Education.

(c) All proposals for a Type 5 charter school shall be made to the State Board of Elementary and Secondary Education, and such proposals may be considered by the state board only upon the recommendation of the administering agency of the Recovery School District.

(d) Each proposal for a Type 1B charter school shall be made to a certified local charter authorizer. If, after review as required by R.S. 17:3981.2, the local charter authorizer denies the proposal, or if conditions placed on the proposal by the local charter authorizer, as provided in Paragraph (B)(2) of this Section, are not acceptable to those proposing the charter, then a proposal for a Type 2 charter school may be made to the state board.

(3)(a) The state board shall review and take action on every Type 2 and Type 4 charter application it receives.

(b) For Type 2 charter school proposals, the state board shall notify the local school board of the district in which the proposed charter school is to be located about the receipt of such proposal. The local board, as well as other interested groups, shall be allowed to provide written information regarding the proposal and allowed to present information at a scheduled public meeting of the state board prior to any determination being made by the state board.

(c) Each proposal received by the state board shall be carefully reviewed and shall be approved only after there has been a specific determination by the board that the proposed school will be operated in compliance with all applicable state and federal laws, rules, and regulations, that the accounting and financial practices to be used are sound and in accordance with generally accepted standards for similar entities, and that the educational program to be offered will comply with all requirements of this Chapter and be based on generally accepted education research findings applicable to the pupils to be served, including but not limited to school discipline practices and policies that incorporate positive behavior

interventions and supports, restorative justice, and other research-based discipline practices and classroom management strategies and otherwise conform to the model master discipline plan required in accordance with R.S. 17:252.

(d)(i) Not later than January 1, 2013, the state board shall create a process for authorizing multiple charter schools for qualified chartering groups that have a demonstrated record of success. The process shall include the evaluation of performance of chartering groups that do not operate any schools in Louisiana based on the performance of schools operated in other states.

(ii) Chartering groups that meet the criteria established pursuant to Item (i) of this Subparagraph are eligible to apply for and be granted approval of multiple charter agreements through a single application. Only after each such school meets specified performance targets, as determined by the chartering authority, may the chartering group open a subsequent approved school.

(4)(a) A local school board and a local charter authorizer may enter into any charter it finds valid, complete, financially well-structured, and educationally sound after meeting the requirements of this Chapter. Each such charter entered into shall be reported by the local school board or local charter authorizer to the state board not less than two business days following the event.

(b) The state board may approve applications for charters as it has determined acceptable pursuant to R.S. 17:3981(2).

(c) A charter school shall begin operation by not later than twenty-four months after the final approval of the charter, unless such charter school is engaged in desegregation compliance issues and therefore must begin operation by not later than thirty-six months. However, upon request, the chartering authority may extend the time period within which any charter school must begin operation. If such operation does not occur, the charter for that school shall be automatically revoked although a new charter may be proposed.

(d) Prior to the consideration of a charter school proposal by any local school board, a local charter authorizer, or the state board, each charter applicant shall be afforded the opportunity to provide a written response to the independent evaluation conducted in accordance with R.S. 17:3981(4), 3981.2(A)(1)(a), or 3982(A)(1)(a)(i), as applicable. Such response shall be available to the independent reviewers for consideration prior to issuing a final recommendation to the chartering authority. However, if a proposal is not approved by the local school board or local charter authorizer and then also not approved by the state board within the same approval cycle, then the proposal shall be submitted to the local school board or a local charter authorizer for its consideration during the next approval cycle prior to being submitted to the state board.

(e) A charter school, once approved, shall not begin operation sooner than eight months after such approval is granted, unless the chartering authority agrees to a lesser time period.

(5) Repealed by Acts 2003, No. 9, §3, eff. Nov. 6, 2003.

B.(1) Each application for a charter, except for a Type 4 charter school, shall be submitted to the pertinent chartering authority by a nonprofit corporation established in accordance with the laws of this state.

(2) Additionally, each approved charter may be approved subject to whatever other resolutory or suspensive conditions the chartering authority requires provided those entering into the charter agree with the conditions. If the local board or local charter authorizer seeks to amend the charter agreement in a manner that is unacceptable to the charter school or if the charter school finds requested terms for charter renewal to be unacceptable, the charter school may petition the state board to convert to a Type 2 charter school. Upon receipt of such request, the state board shall notify the local board or local charter authorizer of the request and shall permit the local board or local charter authorizer to provide a response prior to any action on such request.

C.(1)(a) Approval by the faculty and staff who are certified by the state board of a preexisting school proposed to be converted to a charter school requires a favorable vote of the majority of the members of such faculty and staff, voting together each with one vote, at the preexisting school at an election held for such purpose. The number needed for approval shall be determined by the number of eligible employees assigned to such school on October first preceding the election. The election shall be held by secret ballot.

(b) Such an election may be repeated in any school for approval of the same or a different charter proposal; however, such an election may occur no more often than once in any school year.

(2) Approval by the parents or guardians of pupils attending a preexisting school proposed to be converted to a charter school requires a favorable vote of the majority of the parents or guardians of pupils enrolled in the school at the time of the election who are voting, provided the number of votes cast equals at least fifty percent of the number of pupils. There shall be one vote for each pupil enrolled in the school which may be cast by one parent or guardian for each pupil.

D.(1) Prior to approving a charter for a Type 1 or Type 3 school, the local school board considering the proposal shall hold a public meeting for the purpose of considering the proposal and receiving public input. Such meeting shall be held after reasonable efforts have been made by the board to notify the public of the meeting and its content.

(2) Prior to approving a charter for a Type 1B school, the local charter authorizer considering the proposal shall hold a public meeting for the purpose of receiving public input. Such meeting shall be held in the geographic area to be served by the school after reasonable efforts have been made to notify the public of the meeting and its content.

E.(1) Approval by a local school board shall require an affirmative vote of a majority of the membership of the board.

(2) Approval by the State Board of Elementary and Secondary Education shall require an

affirmative vote of at least six members.

(3) Approval by a local charter authorizer shall be in accordance with the conditions of its certification as established by the state board.

F. As it relates to Type 5 charters:

(1) The limitations specified in R.S. 17:3991(B)(1) and (3) and the provisions of Subparagraphs (A)(3)(a) and (4)(b) and (e) and Subsections C and D of this Section shall not apply to or limit or restrict the number of such charters.

(2) No proposal for operating such a charter school shall be approved nor shall such a school be operated by any person, whether a natural person or artificial entity, who or which has less than five years of significant experience, as determined by the state board, operating or working for or with a person who operates a public, private, or charter school, a public or private postsecondary institution, or a for-profit business or a non- or not-for-profit entity which provides academic instruction to students.

Acts 1997, No. 477, §1, eff. June 30, 1997; Acts 1999, No. 14, §2; Acts 1999, No. 757, §1, eff. July 2, 1999; Acts 1999, No. 1339, §1, eff. July 12, 1999; Acts 2001, No. 991, §1, eff. June 27, 2001; Acts 2003, No. 9, §§1, 3, eff. Nov. 6, 2003; Acts 2005, 1st Ex. Sess., No. 35, §1, eff. Nov. 30, 2005; Acts 2008, No. 350, §1; Acts 2009, No. 123, §1, eff. June 26, 2009; Acts 2009, No. 292, §1, eff. July 1, 2009; Acts 2010, No. 756, §2, eff. Jan. 1, 2011; Acts 2010, No. 861, §8; Acts 2011, No. 131, §1; Acts 2011, No. 213, §1, eff. June 27, 2011; Acts 2012, No. 2, §1.

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RS 17:3991

PART IV. CHARTER CONTENTS, RENEWAL, AND REVOCATION AND CHARTER SCHOOL AUTHORITIES AND LIMITATIONS

§3991. Charter schools; requirements; limitations; renewal; amendment; revocation

A.(1)(a) Except for a Type 4 charter school, a charter school approved and established in accordance with the provisions of this Chapter shall be organized as a nonprofit corporation under applicable state and federal laws.

(b) Should a charter school be established with a governing or management board, the members of such shall receive no compensation other than reimbursement of actual expenses incurred while fulfilling duties as a member of such a board.

(c)(i) A charter school shall be prohibited from employing, in any manner, any member of the governing or management board of such school.

(ii) Not more than twenty percent of the members of any governing or management board of a charter school shall be members of the same immediate family. Members of the same immediate family shall include a board member and any other board members to whom he is related as defined in R.S. 42:1102(13) and any other board members to whom any of them are so related.

(iii) Each charter school shall be in full compliance with the provisions of this Subparagraph by not later than January 1, 2004.

(2) Consistent with the provisions of this Chapter, a charter school and its officers and employees may exercise any power and perform any function necessary, requisite, or proper for the management of the charter school not denied by its charter, the provisions of this Chapter, or other laws applicable to the charter school.

B. Each proposed charter shall contain or make provision for the following:

(1)(a)(i) That for Type 1 and Type 2 charter schools created as new schools, the percentage of the total number of pupils enrolled in the charter school based on the October first pupil membership who are at risk, in the manner provided in R.S. 17:3973(1)(a), shall be equal to not less than eighty-five percent of the average percentage of pupils enrolled in the local public school districts from which the charter school enrolls its students who are eligible to participate in the federal free and reduced lunch program. The remaining number of pupils enrolled in the charter school which would be required to have the same percentage of at-risk pupils as the percentage of pupils in the district who are eligible to participate in the federal free and reduced cost lunch program may be comprised of pupils who are at risk as is otherwise provided in R.S. 17:3973(1). For the purposes of fulfilling the provisions of this Section, the at-risk percentage for the city or parish school system shall remain fixed during the term of the approved charter at the percentage which existed during the school year that the charter proposal was approved, unless otherwise specified in the charter that the charter school will reflect the current year's at-risk percentage.

(ii) Except as provided in Subitem (cc) of this Item, the requirements of Item (i) of this Subparagraph shall not apply to any charter school which is established with the educational mission of meeting the needs of pupils who are the dependent children of military personnel provided that all of the following conditions are met:

(aa) The charter school predominantly enrolls pupils who, at the time of enrollment, are the dependent children of military personnel.

(bb) All dependent children of military personnel who seek admission to the school and who are at risk as defined in R.S. 17:3973(1) are admitted to the school.

(cc) In the enrollment of pupils from the general population in the community where the charter school is located who are not dependent children of military personnel, the charter school shall comply with the provisions of Item (i) of this Subparagraph, except that the requirements contained therein shall apply to and be based upon only such general population pupils admitted.

(b)(i) That for Type 2 charter schools created as a result of a conversion, Type 3 and Type 4 charter schools, the percentage of the total number of pupils enrolled in the charter school based on the October first pupil membership who are at-risk, in the manner provided in R.S. 17:3973(1)(a), unless otherwise agreed to as part of the charter agreement by the chartering authority, shall be equal to not less than the percentage of

the total of pupils enrolled in the school in the school year prior to the establishment of the charter school that were eligible to participate in the federal free and reduced cost lunch program.

(ii) Notwithstanding the provisions of Item (i) of this Subparagraph, that for Type 2, Type 3, and Type 4 charter schools in Richland Parish, the percentage of the total number of pupils enrolled in the charter school based on the October first pupil membership who are at risk, in the manner provided in R.S. 17:3973(1)(a), shall be, as near as practicable, not more than the percentage of the total number of pupils enrolled in the public elementary and secondary schools and in the state-approved nonpublic elementary and secondary schools located in the local public school district in which the charter school is located who are eligible to participate in the federal free and reduced lunch program. However, in no case shall the initial enrollment of such a school nor the cohort of students enrolled for each new school year have, as near as practicable, fewer than fifty percent students who are at risk in the manner provided in R.S. 17:3973(1)(a).

(c) For the purposes of this Section, students holding a valid passport from the country of France shall not be counted when calculating the overall at-risk percentage of the charter school.

(d) The provisions of this Paragraph and Paragraph (3) of this Subsection shall not apply to Type 5 or 3B charters.

(2) A statement of the school's role, scope, and mission.

(3) Admission requirements, if any, that are consistent with the school's role, scope, and mission may be established pursuant to rules promulgated by the state board. Such admission requirements shall be specific and shall include a system for admission decisions which precludes exclusion of pupils based on race, religion, gender, ethnicity, national origin, intelligence level as ascertained by an intelligence quotient examination, or identification as a student with an exceptionality as defined in R.S. 17:1942(B). Such admission requirements may include, however, specific requirements related to a school's mission such as auditions for schools with a performing arts mission or proficiency in a foreign language for schools with a language immersion mission. Any school which was chartered prior to July 1, 2012, and which incorporated achievement of a certain academic record as part of its admission requirements may continue to utilize such admission requirements. No local board shall assign any pupil to attend a charter school.

(4)(a) A description of the jurisdiction within which a pupil shall reside or otherwise be eligible to attend a public school in order to be eligible for admission.

(b) A description of the geographic boundaries circumscribing the neighborhood immediately surrounding the charter school from which students residing within may be given preference for enrollment as provided in Subsection C of this Section.

(5) A financial and accounting plan sufficient to permit a governmental audit.

(6) A description of how the proposed charter school fulfills one or more of the purposes specified in this Chapter.

(7) A description of the education program offered by the school and how specifically that program will meet the needs of the at-risk pupils to be served.

(8) The specific academic and other educational results to be achieved, the timelines for such achievement, and how results will be measured and assessed.

(9) Repealed by Acts 2012, No. 2, §2.

(10) The organizational, governance, and operational structure of the school. Any qualifications required of charter school administrators and governing board members shall be as prescribed in the charter school agreement.

(11) Policies, programs, and practices to ensure parental involvement.

(12) Personnel policies and employment practices applicable to the school's officers and employees.

(13) Assurance that teachers and other school employees will be evaluated in accordance with R.S. 17:3997.

(14) School rules and regulations applicable to pupils including disciplinary policies and procedures that incorporate research-based discipline programs, such as positive behavioral interventions and supports and restorative justice principles in accordance with R.S. 17:252.

(15) Information concerning the school location and the adequacy of its facilities and equipment. Such information shall include a statement of the procedures to be followed and disposition of facilities and equipment should the charter be terminated or not renewed.

(16) Management and accounting practices to be employed.

(17) Provisions regarding liability issues.

(18) Types and amounts of insurance coverage provided.

(19) The methods and procedures to be used for monitoring the charter school by the chartering authority. Such methods and procedures shall be established through agreement by all parties and shall include the right of the chartering authority and its designated officer to visit and inspect the charter school on a reasonable basis.

(20) A requirement that curriculum shall be focused on the intellectual domain with intellectual development defined as acquisition of discrete technical and academic skills. No curriculum at a charter school shall be offered that would limit in any way the ability of a pupil to attend the school in the public school system that the student would otherwise attend if not enrolled at the charter school.

(21) A requirement that charter schools regularly assess the academic progress of their pupils, including the participation of such pupils in the state testing programs, and share such information with parents. The state Department of Education shall work directly with each charter school regarding the implementation of the state testing program in those schools.

(22) A requirement that a pupil shall have a mastery of grade-appropriate skills before the pupil can be recommended for promotion or promoted.

(23) Provisions regarding the security of the school. If a local school board provides security

services for its schools then it shall make such services available to any of its Type 1, 3, 3B, or 4 charter schools on terms as provided within the charter agreement.

(24) A plan for collecting data in accordance with R.S. 17:3911.

C. A charter school shall:

(1)(a) Enroll an eligible pupil who is eligible under the residency requirements established in the charter as required in Paragraph (B)(4) of this Section and who submits a timely application unless the total number of eligible applicants exceeds the capacity of a program, class, grade level, or school.

(b) An application shall be timely if it is submitted within the period designated by the charter school, which period shall not be less than one month nor more than three months. There shall be an established application period for each successive school year.

(c)(i) Except as is provided in Items (ii) and (iii) of this Subparagraph, the charter school shall admit no pupil during the application period, but shall wait until the period has ended. If fewer eligible pupils have applied than is the maximum the school can admit, then all eligible pupils shall be admitted and additional pupils may apply and be admitted for the school year to which the application period applies until the maximum number is admitted, except as is necessary to meet the requirements of Paragraph (B)(1) of this Section. If the total number of eligible applicants exceeds the capacity of a program, class, grade level, or school, admission to the program, class, grade level, or school shall be based on an admissions lottery conducted from among the total number of eligible applicants done in such a fashion as to assure compliance with Paragraph (B)(1) of this Section.

(ii) In the case of the creation of a charter by the conversion of a preexisting school, pupils enrolled in the preexisting school shall be given preference over all other applicants and the applications procedure shall be established in a fashion that provides ample opportunity for such pupils to exercise the right for preferential admission.

(iii) A charter school may modify its enrollment procedures in order to give preference to students previously enrolled in the school and their siblings and to give preference to siblings submitting their applications to enroll in the school for the first time, as long as there is compliance with the provisions of Paragraph (B)(1) of this Section.

(iv) Unless otherwise provided for within the charter, charter schools may not enroll in any given year more than one hundred twenty percent of the total number of students which had been approved in their charter without formally amending their charter. The state board may authorize the state superintendent of education and the superintendent of the Recovery School District to amend the charter of any Type 5 charter school participating in a unified enrollment system administered by the Recovery School District for the purpose of adjusting student enrollment limitations.

(d) Beginning with the 2011-2012 school year, each elementary and middle charter school, other than a Type 2 charter school, may request from and be granted by its chartering authority the authority to give preference in its enrollment procedures to students residing within the neighborhood immediately surrounding the school. The geographic boundaries of the neighborhood immediately surrounding such school shall be determined by the school's chartering authority.

(2) Conduct the pupil assessments required by the state board for pupils in other public schools pursuant to R.S. 17:24.4.

(3) Be subject to any court-ordered desegregation plan in effect for the city or parish school system.

(4) Comply with the criteria set forth in Brumfield, et al. v. Dodd, et al., 425 F. Supp. 528.

(5) Be nonsectarian in its programs, admissions policies, and employment practices.

(6) Employ instructional staff who have at least a baccalaureate degree and who shall be subject to all provisions of state law relative to background checks applicable to the employment of public school personnel.

D.(1) A charter school may negotiate with the local school board in whose jurisdiction it is located for use of facilities and the operation and maintenance thereof, for pupil transportation, and for other support services provided by the board to other public schools in the system.

(2)(a)(i) Notwithstanding the provisions of R.S. 17:158(A), if the local school board is requested to provide transportation services to a charter school student pursuant to R.S. 17:158, then the charter school receiving the transportation services shall reimburse the local school board for the actual cost of providing such transportation unless an amount less than actual cost is agreed upon by both parties.

(ii) Providing transportation services pursuant to the provisions of this Paragraph and the amount reimbursed to the local school board by a charter school for such services shall be in accordance with a written agreement entered into for this purpose by the charter school and the local school board prior to any transportation services being provided by the board for students at the charter school.

(iii) By not later than ninety days following the end of each fiscal year, the local school board shall provide the charter school with an itemized accounting of the actual cost of transportation services provided to the charter school students.

(b) The provisions of this Paragraph shall not apply to any contract or agreement for providing transportation services between a charter school and the local school board which is in effect on August 15, 2007.

E. A charter school shall not:

(1) Be supported by or affiliated with any religion or religious organization or institution; however, a charter school may receive from any such organization or institution support or student services including but not limited to mentoring, volunteering, fundraising, or tutoring.

(2) Result from the conversion of any private school or any home study program, as defined in R.S. 17:236.

(3) Charge any pupil any tuition or an attendance fee of any kind.

(4) Discriminate among potential employees, employees, or pupils in violation of any state or federal law.

(5)(a) Hire a person who has been convicted of or has pled nolo contendere to a crime listed in R.S. 15:587.1(C) as a teacher, substitute teacher, bus driver, substitute bus driver, janitor, or a school employee who might reasonably be expected to be placed in a position of supervisory or disciplinary authority over school children unless approved in writing by a district judge of the parish and the district attorney. This statement of approval shall be kept on file at all times by the school and shall be produced upon request to any law enforcement officer.

(b) The board shall establish regulations, requirements and procedures consistent with the provisions of R.S. 15:587.1 under which the school systems shall determine whether an applicant or employee has been convicted of or pled nolo contendere to crimes listed in R.S. 15:587.1(C), except R.S. 14:74. Included in this regulation shall be the requirement and the procedure for the submission of a person's fingerprints in a form acceptable to the Louisiana Bureau of Criminal Identification and Information prior to employment of such person. A person who has submitted his fingerprints to the Louisiana Bureau of Criminal Identification and Information may be temporarily hired pending the report from the bureau as to any convictions of or pleas of nolo contendere by the person to a crime listed in R.S. 15:587.1(C), except R.S. 14:74.

F. Except for a Type 4 charter school, a local school board shall not assign any pupil or employee to a charter school or interfere in any way with the operation and management of a charter school except as provided by the approved charter, the provisions of this Chapter, or other law applicable to the charter school or its officers or employees.

G. Any pupil enrolled in a charter school who decides not to attend such charter school shall be permitted by the local school board to attend the public school that the pupil would otherwise attend if not enrolled at the charter school.

H. Any assets acquired by a Type 1, 1B, 2, 3, 3B, or 5 charter school are the property of that charter school for the duration of that school's charter agreement. Any assets acquired by a Type 4 charter school are the property of the local school board. If the charter agreement of any Type 1, 1B, 2, 3, 3B, or 5 charter school is revoked or the school otherwise ceases to operate, all assets purchased with any public funds become the property of the chartering authority. Assets that become the property of a local charter authorizer pursuant to this Subsection shall be used solely for purposes of operating charter schools. Charter schools are to maintain records of any assets acquired with any private funds which remain the property of the nonprofit group operating the charter school.

Acts 1997, No. 477, §1, eff. June 30, 1997; Acts 1999, No. 14, §1; Acts 1999, No. 757, §1, eff. July 2, 1999; Acts 1999, No. 1210, §1; Acts 1999, No. 1339, §1, eff. July 12, 1999; Acts 2001, No. 453, §1, eff. June 21, 2001; Acts 2001, No. 592, §1, eff. June 22, 2001; Acts 2003, No. 9, §1, eff. Nov. 6, 2003; Acts 2003, No. 381, §1; Acts 2008, No. 458, §1, eff. July 1, 2008; Acts 2009, No. 123, §1, eff. June 26, 2009; Acts 2010, No. 756, §2, eff. Jan. 1, 2011; Acts 2011, 1st Ex. Sess., No. 41, §1, eff. June 12, 2011; Acts 2012, No. 2, §§1, 2; Acts 2012, No. 811, §5, eff. July 1, 2012; Acts 2013, No. 330, §1.

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RS 17:3992

§3992. Charter revision and renewal

A.(1) Unless revoked as provided for in Subsection C of this Section, an approved school charter shall be valid for an initial period of four years and may be extended for a maximum initial term of five years, contingent upon the results of a review conducted after the completion of the third year as provided in R.S. 17:3998. The charter may be renewed for additional periods of not less than three nor more than ten years after thorough review by the approving chartering authority of the charter school's operations and compliance with charter requirements. The chartering authority shall notify the chartering group in writing of any decisions made relative to the renewal or nonrenewal of a school's charter not later than January thirty-first of the year in which the charter would expire. A notification that a charter will not be renewed shall include written explanation of the reasons for such non-renewal. Pursuant to Subsection C of this Section and using such annual review process, a charter may be revoked for failure to meet agreed-upon academic results as specified in the charter.

(2)(a) No charter shall be renewed unless the charter renewal applicant can demonstrate, using standardized test scores, improvement in the academic performance of pupils over the term of the charter school's existence.

(b) Each charter school shall be provided by its chartering authority with the criteria and procedures that will be used when considering whether to renew a school's charter.

(c) A charter school which has met or exceeded for the three preceding school years the benchmarks established for it in accordance with the school and district accountability system, has demonstrated growth in student academic achievement for the three proceeding schools years, and has had no significant audit findings during the term of the charter agreement shall be deemed a high-performing school, and such school's charter shall be automatically renewed.

(3) A Type 2 charter school that has been renewed as provided in this Subsection shall be funded by the state as provided in R.S. 17:3995(A)(6).

B. Subsequent to approval, a school charter may be amended by the approving chartering authority by an affirmative vote of at least a majority of the membership of the chartering authority when such amendment is proposed by the charter school's governing authority and the amendment will better permit the charter school to achieve its stated objectives. No amendment shall be the basis of extending the duration of the original charter.

C. A school charter may be revoked by the authority that approved its charter upon a determination by an affirmative vote of at least a majority of the local board membership or upon the affirmative vote of a majority of the members of the State Board of Elementary and Secondary Education, whichever approved the charter, that the charter school or its officers or employees did any of the following:

(1) Committed a material violation of any of the conditions, standards, or procedures provided for in the approved charter.

(2) Failed to meet or pursue within the agreed timelines any of the academic and other educational results specified in the approved charter.

(3) Failed to meet generally accepted accounting standards of fiscal management.

(4) Violated any provision of law applicable to a charter school, its officers, or employees.

D. For each charter school which has received a letter grade designation of "A" or "B" or any variation thereof and has met the criteria of Subparagraph (A)(2)(c) of this Section pursuant to automatic renewal, a charter operator shall be eligible to open and operate two additional schools that serve the same grade levels and the same enrollment boundaries as defined in the charter agreement of the school meeting the criteria of Subparagraph (A)(2)(c) of this Section without formal application to the chartering authority with which the charter agreement for the school that meets the criteria of Subparagraph (A)(2)(c) of this Section is held. The chartering group shall notify its chartering authority of its intent to open one or two additional charter schools pursuant to this Subsection at least one hundred twenty calendar days prior to the day on which each additional school shall enroll students. At least ninety calendar days prior to the day on which each additional school shall enroll students, the chartering authority shall enter into a charter agreement with the chartering group for each additional school and shall notify the state board of its action.

Acts 1997, No. 477, §1, eff. June 30, 1997; Acts 1999, No. 757, §1, eff. July 2, 1999; Acts 2004, No.

735, §1; Acts 2008, No. 202, §1, eff. June 13, 2008; Acts 2010, No. 334, §1; Acts 2010, No. 722, §1; Acts 2012, No. 2, §1.

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RS 17:3996

§3996. Charter schools; exemptions; requirements

A. Notwithstanding any state law, rule, or regulation to the contrary and except as may be otherwise specifically provided for in an approved charter, a charter school established and operated in accordance with the provisions of this Chapter and its approved charter and the school's officers and employees shall be exempt from all rules and regulations of the state board and those of any local school board that are applicable to public schools and to public school officers and employees except for the following rules and regulations otherwise applicable to public schools regarding:

(1) Building maintenance.
(2) Facility accessibility.
(3) Asbestos detection and abatement.
(4) The Sanitary Code.
(5) Pesticide use and safety.
(6) Fire safety.
(7) Safe work environments.
(8) The possession and safe use of weapons and hazardous materials.
(9) Adolescent health initiatives and school health centers.
(10) Hearing and vision screenings.
(11) Immunizations and health records.
(12) Communicable disease prevention.
(13) Drug use prevention.
(14) Eye safety and the use of protective goggles.
(15) Missing children identification procedures.
(16) Repealed by Acts 2012, No. 2, §2.
(17) School and district accountability system.

B. Notwithstanding any state law, rule, or regulation to the contrary and except as may be otherwise specifically provided for in an approved charter, a charter school established and operated in accordance with the provisions of this Chapter and its approved charter and the school's officers and employees shall be exempt from all statutory mandates or other statutory requirements that are applicable to public schools and to public school officers and employees except for the following laws otherwise applicable to public schools with the same grades:

(1) School entrance age, R.S. 17:222.
(2) Corporal punishment and suspension of students, R.S. 17:223.
(3) Expulsion of students, R.S. 17:224.
(4) Repealed by Acts 2012, No. 2, §2.
(5) Attendance reporting, R.S. 17:232.
(6) Admission of home study students, R.S. 17:236.2.
(7) Unauthorized use of electronic communication devices, R.S. 17:239.
(8) Smoking, R.S. 17:240.
(9) Open meetings, R.S. 42:11 et seq.
(10) Public records, R.S. 44:1 et seq.
(11) Teaching regarding the United States Constitution, R.S. 17:261.
(12) Teaching regarding the Federalist Papers and the Declaration of Independence, R.S. 17:268.
(13) Repealed by Acts 2010, No. 327, §2.
(14) Teaching regarding Civics and Free Enterprise, R.S. 17:274.1.
(15) Teaching regarding sex, R.S. 17:281.
(16) Religious liberty of students, R.S. 17:2115 et seq.
(17) Pupil assessment, R.S. 17:24.4.
(18) Any school and district accountability system required by law of a public school of similar grade or type.
(19) Public bids for the erection, construction, alteration, improvement, or repair of a public facility or immovable property, Part II of Chapter 10 of Title 38 of the Louisiana Revised Statutes of 1950.

(20) Code of Governmental Ethics, R.S. 42:1101 et seq., with the exception of R.S. 42:1119 as it applies to any person employed by a charter school prior to August 15, 2003.

(21) Electronic communication by an employee at a school to a student enrolled at that school, R.S. 17:81(Q).

(22) Teaching regarding the state's safe haven relinquishments law, R.S. 17:81(R).

(23) Inspection and operation of fire safety and prevention equipment, R.S. 17:81(S).

(24) Teaching regarding dating violence, R.S. 17:81(T).

(25) Reporting by a school bus operator employed by the governing authority of a public elementary or secondary school of his arrest for one or more of the specified offenses relative to operating a vehicle, R.S. 17:491.3.

(26) School master plans for supporting student behavior and discipline, R.S. 17:252.

(27) Data collection system, R.S. 17:3911.

(28) Reporting by a school employee employed by the governing authority of a public elementary or secondary school of his arrest for one or more of the specified offenses relative to sexual morality affecting minors, R.S. 17:16, any of the crimes provided in R.S. 15:587.1, or any justified complaint of child abuse or neglect on file in the central registry pursuant to Article 615 of the Children's Code.

(29) Seclusion and physical restraint of students with exceptionalities, R.S. 17:416.21.

(30) Teaching regarding Internet and cell phone safety, R.S. 17:280.

(31) Instruction on the Founding Principles of the United States of America in American history and civics courses, R.S. 17:265.

(32) Procedures on bullying pursuant to R.S. 17:416.13.

(33) School crisis management and response plans, R.S. 17:416.16.

(34) Instruction relative to cardiopulmonary resuscitation and the use of automatic external defibrillators, R.S. 17:81(X).

(35) Instruction relative to child assault awareness and prevention, R.S. 17:81(Y).

(36) Deferred compensation plans, R.S. 17:81(Z).

(37) School bus loading and unloading provisions, R.S. 17:158(J).

(38) Student information, R.S. 17:3913.

C.(1) A charter school established and operated in accordance with the provisions of this Chapter shall comply with state and federal laws and regulations otherwise applicable to public schools with respect to civil rights and individuals with disabilities.

(2) A charter school established and operated in accordance with the provisions of this Chapter shall accordingly recruit, employ, and train teachers, administrators, and other employees without regard to race, color, religion, sex, or national origin. Race, color, religion, sex, and national origin shall not constitute bona fide occupational qualifications. Proficiency in a foreign language may constitute a bona fide occupational qualification for a teacher who spends more than half of his daily instruction time providing instruction in or teaching in a foreign language.

D. Notwithstanding any state law, rule, or regulation to the contrary, the provisions of any collective bargaining agreement entered into by the local school board in whose jurisdiction the charter school is located shall apply to a charter school established and operated in accordance with the provisions of this Chapter and its approved charter and the school's officers and employees, except as otherwise provided for in the approved charter.

E. To graduate from a charter high school, pupils shall be able to demonstrate competency in the content of every course required for high school graduation. The state board shall provide by rule relative to a determination that such competencies have been acquired. In addition, any examination required by the state board or by law as a requirement for graduation from public high schools shall apply to pupils at charter high schools. Charter schools choosing to have their students demonstrate course competencies in a manner different from the traditional Carnegie unit approach where students take specific courses shall describe in their charter proposal how the school plans to work with the public higher education management boards regarding the acceptance by public institutions of higher education of such competencies.

F. Notwithstanding any other provision of law to the contrary, a charter school established and operated in accordance with the provisions of this Chapter shall be subject to appropriate financial audits in accordance with R.S. 24:513 et seq.

G. All charter schools established and operated in accordance with the provisions of this Chapter shall comply with the provisions of R.S. 39:1301 through 1315. Each Type 1, 3, 3B, and 4 charter school annually shall submit its budget to the local school board that approved its charter, and such board shall submit the charter school's budget to the state superintendent of education in accordance with the provisions of R.S. 17:88. Each Type 1B charter school annually shall submit its budget to its authorizer. Each Type 2 and Type 5 charter school annually shall submit its budget directly to the state superintendent of education.

H. In addition to the requirements of Subsection G of this Section, the State Board of Elementary and Secondary Education shall adopt rules and regulations for prescribing forms and practices for budgeting, accounting, and financial reporting, both interim and annual, for Type 2 and Type 5 charter schools.

Acts 1997, No. 477, §1, eff. June 30, 1997; Acts 1999, No. 757, §1, eff. July 2, 1999; Acts 1999, No. 821, §1, eff. July 2, 1999; Acts 2001, No. 991, §1, eff. June 27, 2001; Acts 2003, No. 9, §1, eff. Nov. 6, 2003; Acts 2003, No. 381, §1; Acts 2009, No. 214, §1, eff. July 1, 2009; Acts 2009, No. 284, §1, eff. July 1, 2009; Acts 2009, No. 413, §1, eff. July 1, 2009; Acts 2010, No. 321, §1, eff. July 1, 2010; Acts 2010, No. 327, §§1, 2; Acts 2010, No. 533, §1, eff. June 24, 2010; Acts 2010, No. 756, §2, eff. Jan. 1, 2011; Acts 2011, No. 267, §1, eff. June 28, 2011; Acts 2011, No. 328, §1, eff. June 29, 2011; Acts 2012, No. 2, §§1, 2;

Acts 2012, No. 384, §1; Acts 2012, No. 393, §2; Acts 2012, No. 861, §1, eff. June 14, 2012; Acts 2013, No. 50, §1; Acts 2013, No. 330, §1; Acts 2014, No. 443, §1; Acts 2014, No. 517, §1; Acts 2014, No. 525, §1; Acts 2014, No. 547, §1, eff. June 9, 2014; Acts 2014, No. 654, §1; Acts 2014, No. 837, §1.

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RS 17:3997

§3997. Charter school employees

A.(1)(a) The governing authority of any charter school may employ such faculty and staff members as it deems necessary. All potential charter school employees shall be notified of the specific benefits they will be offered, as specified in the school's charter agreement.

(b) The nonprofit organization shall have exclusive authority over all employment decisions at the charter schools. However, as provided for in the charter, a nonprofit organization may enter into a contract with a for-profit organization to manage the charter school and may delegate to the for-profit organization such authority over employment decisions at the charter school as the nonprofit organization deems necessary and proper. Any delegation of this authority must be specifically delegated in a service provider agreement.

(c) The governing authority of any Type 5 charter school may bargain and enter into a collectively bargained contract on behalf of all or any group of its employees. The provisions of this Subparagraph supersede the provisions of R.S. 17:3996(D) as it relates to Type 5 charter schools.

(2) Employees employed by any charter school who, previous to employment in the charter school, were employees of a local school board shall, if such employees desire, be placed on leave of absence pursuant to Subsection B of this Section. However, for the duration of such leave each such employee shall continue to contribute to and be a member of the school employees' or teachers' retirement system, and earn service credit for the accrual of retirement benefits. However, service time while employed by a charter school shall not accrue toward the acquisition of permanent status.

(3)(a) Employment in any charter school for all employees other than those provided for in Paragraph (2) of this Subsection shall be deemed to be employment in a public elementary or secondary school in the state regarding eligibility for any or all benefits which would otherwise accrue under state law to such an employee in any other elementary or secondary school, including but not limited to membership in the school employees' and teachers' retirement systems. However, participation of the charter school and its employees in such benefit programs shall be contingent upon provisions contained in the school's approved charter.

(b)(i) The provisions of such charter may require only teachers employed by the charter school who previous to employment in the charter school were employees of a local school board to continue active membership in the Teachers' Retirement System of Louisiana for the duration of their employment as charter school teachers, regardless of their leave status.

(ii) The provisions of Item (i) of this Subparagraph enacted by the Act that originated as Senate Bill No. 31 of the 2012 Regular Session of the Legislature[1] shall not become effective until the Teachers' Retirement System of Louisiana is in receipt of a private letter ruling issued by the Internal Revenue Service, pursuant to a request by the system for such a ruling, concluding that the provisions of Item (i) of this Subparagraph will not adversely affect the status of the system as a qualified governmental plan under the Internal Revenue Code.

(4) With regard to participation in the public retirement systems:

(a) The compensation that the teacher or school employee would have received if employed by the local public school system shall be used to determine employee and employer contribution levels of the respective retirement systems.

(b) Any compensation paid to a teacher or school employee which exceeds the salary that would have been received if employed by the local school system shall not be deemed as compensation solely for the purpose of the calculation of future retirement benefits.

B.(1)(a) A local school board shall grant a leave of absence, not to exceed three years, to any employee in its school system requesting such leave in order to be employed in a charter school.

(b)(i) The provisions of Subparagraph (a) of this Paragraph shall be in effect through June 30, 2010.

(ii) A leave of absence granted by a local school board pursuant to the provisions of this Section prior to July 1, 2010, shall continue to be governed by all applicable provisions of this Section.

(2)(a) At the end of the first year of leave authorized by this Subsection, an employee may return to his former teaching position with the local school board.

(b) At the end of the second year of leave authorized by this Subsection, an employee may make a

written request to the local school board to return to the school system to a comparable position from which the leave was granted. Upon such request, the employee shall be permitted to return to a comparable position even if such return necessitates a reduction in force by the local school board in accordance with the provisions of R.S. 17:81.4.

(c)(i) Except as otherwise provided by Item (ii) of this Subparagraph, at the end of the third year of leave authorized by this Subsection, an employee shall either make a written request to the local school board to return to the school system in a comparable position, if one is available, or resign from the position from which the leave was granted. Any employee requesting to return to the school system in a comparable position shall be permitted to return even if such return necessitates a reduction in force by the local school board in accordance with the provisions of R.S. 17:81.4.

(ii)(aa) Any employee granted a three-year leave of absence pursuant to the provisions of Paragraph (1) of this Subsection and who would otherwise be required to take, during the 2007-2008 school year or the 2008-2009 school year, one of the actions specified in Item (i) of this Subparagraph relative to returning to or resigning from the school system granting leave may request, in lieu of taking such action, an additional leave of absence from the local school board not to exceed two years. The request for additional leave shall be made in the same manner and in accordance with the same timeline as applicable to a request to return to the school system. A request for additional leave pursuant to the provisions of this Item shall be granted by the local school board.

(bb) At the end of the additional leave period authorized by this Item, an employee shall either make a written request to the local school board to return to the school system in a comparable position, if one is available, or resign from the position from which the leave was granted. Any employee requesting to return to the local school system in a comparable position shall be permitted to return even if such return necessitates a reduction in force by the local school board in accordance with the provisions of R.S. 17:81.4.

(3) The local school board may require that any request to return to the city or parish school system be made at least ninety days before the employee would otherwise have to report for duty.

(4)(a) Notwithstanding any provision of law, rule, or regulation to the contrary, upon the return of a teacher to the city or parish school system such teacher shall retain permanent status gained in the public school system prior to the leave authorized by this Subsection even if the teacher is terminated by the charter school.

(b) Upon the return of an employee to the city or parish school system, such employee shall not lose any right of retirement or salary status or any other benefits to which the employee would have been entitled had he not taken a leave of absence to teach in a charter school.

(5) Each local school board shall permit any employee granted leave under this Subsection to continue to participate in any group insurance program in which he was otherwise entitled to participate subject to the same conditions and costs.

C.(1)(a) Notwithstanding the provisions of Subsections A and B of this Section and in addition to those provisions, the state board or any local school board may contract with any charter school to provide all or any portion of the faculty and staff of such school. In such a case, any such faculty and staff members shall be employees of the contracting state or local board and shall continue as such employees to receive all the same benefits as other such employees, except as otherwise specified in the charter.

(b) No state or local board employee may be assigned by his employer to serve in a charter school involuntarily. No action taken or assignment made regarding any employee of a state or local board in any charter school shall affect the status of the employee as an employee of the board.

(2) The governing authority of the charter school shall have complete and exclusive control over all decisions regarding assignment, responsibilities, and conduct when such an employee is hired to work at, or is employed in, its charter school.

D.(1)(a) Each governing authority of a charter school annually shall evaluate every teacher and administrator employed at the school using the value-added assessment model and measures of student growth as determined by the State Board of Elementary and Secondary Education pursuant to R.S. 17:3902(B)(5).

(b) The governing authority of a charter school shall terminate the employment of any teacher or administrator determined to be ineffective for three consecutive years pursuant to the evaluation required by this Section.

(2) By the beginning of the 2012-2013 school year, fifty percent of each teacher and administrator evaluation conducted pursuant to Paragraph (1) of this Subsection shall be based on evidence of growth in student achievement using the value-added assessment model as determined by the state board for grade levels and subjects for which value-added data is available. For grade levels and subjects for which value-added data is not available, the state board shall establish measures of student growth. The model shall take into account important student factors, including but not limited to special education, eligibility for free or reduced price meals, student attendance, and student discipline. The state board shall develop and adopt a policy to invalidate such student growth data for any teacher for any school year in which there is a natural disaster or any other unexpected event that results in the temporary closure of the school.

(3) The state superintendent of education shall make available to the public the data specified in R.S. 17:3902(B)(5) as may be useful for conducting statistical analyses and evaluations of educational personnel, but shall not reveal information pertaining to the evaluation report of a particular employee. Beginning with the 2012-2013 school year, such public information may include school level student growth data as specified in R.S. 17:3902(B)(5).

(4)(a) The State Board of Elementary and Secondary Education may request that the state Department of Education monitor evaluation programs established pursuant to this Section as necessary. The method to be used in monitoring such programs shall be established by the department with the

approval of the board and shall be sufficient to determine the extent to which any programs have been implemented, and whether such programs comply with the provisions of this Section.

(b) If, in conducting such monitoring, the department determines that the governing authority of a charter school has failed to implement its evaluation program or has otherwise failed to comply with the provisions of this Section, the department shall notify the charter school governing authority of such failure, and the charter school governing authority shall correct such failure within sixty calendar days after receiving such notification. The department also shall notify the State Board of Elementary and Secondary Education of such failure, by the charter school governing authority.

(c) If the failure is not corrected within the prescribed sixty calendar days, the department shall notify the board of such continued failure and shall recommend to the board whatever sanctions against such charter school governing authority the department deems appropriate, which may include withholding funds distributed pursuant to the minimum foundation program formula until the corrections are made. The board shall act upon such recommendation within sixty calendar days after its receipt of the notification.

E.(1) The provisions of this Section apply to all charter schools except for Type 4 charter schools. The employees in Type 4 charter schools are in all respects employees of the local school board entering into the charter and shall be entitled to the benefits, and be subject to conditions of employment, as prescribed by the local school board within the charter.

(2) The transfer of an employee of a local school board to a Type 4 charter school shall be governed by the transfer policy of the local school board.

F.(1) The State Board of Elementary and Secondary Education, hereinafter referred to as the "board", shall develop and administer a process for consideration and settlement of claims by former employees of the Northwood Preparatory High School, a nonprofit corporation domiciled in Amite, Louisiana, hereinafter referred to as the "school", for earned but unpaid wages and benefits as the board deems appropriate, subject to the provisions of this Subsection and pursuant to the availability of funds as provided in Paragraph (4) of this Subsection.

(2)(a) The board shall develop and administer a process for determining eligibility for settlement and payment of claims for unpaid wages and benefits by former employees of the school, as well as determining the amounts due each claimant and the execution of settlements with respect to claims. While the board shall establish the criteria for eligibility for settlement of a claim, at a minimum, a claimant shall have been employed by the school at the time of its closure and shall make a claim in accordance with the requirements of the board no later than July 30, 2003. Any former employee of the school who makes a claim for unpaid wages and benefits, who is determined by the board to be eligible for consideration for payment of unpaid wages and benefits shall execute a receipt, release, and waiver of any past, present, or future cause of action against the state and its departments, agencies, subdivisions, boards, and commissions, and the Tangipahoa Parish School Board with respect to earned but unpaid wages and benefits, hereinafter referred to as a "settlement agreement". Such settlement agreements shall contain a clause which provides that neither the state nor any of its departments, agencies, subdivisions, boards, and commissions, nor the Tangipahoa Parish School Board shall bear any liability to pay any compensation to a claimant unless the provisions of Subparagraphs (b) and (c) of this Paragraph are met:

(b) After all settlements have been executed by the board with all claimants who made a valid claim by July 30, 2003, the board shall certify that a settlement has been effected with every person who was employed at the school at the time of its closure.

(c) The cooperative endeavor agreement executed by the Louisiana Department of Education and the Tangipahoa Parish School Board on March 25, 2003, has been amended to extend the effective date of the contract through December 31, 2003, and to expand the purposes of the contract to include payments either in whole or in part to the former employees of the school who have entered into settlement agreements with the board.

(3) The board shall complete its consideration and settlement of claims as provided herein no later than September 30, 2003. If the conditions of Subparagraphs (b) and (c) of Paragraph (2) are met, the board shall then transmit a copy of all settlement agreements not later than December 1, 2003, to the Tangipahoa Parish School Board for its use in determining the payments to be made to the former employees.

(4) In the event the conditions of Subparagraphs (b) and (c) of Paragraph (2) and Paragraph (3) of this Subsection are met, the Tangipahoa Parish School Board shall make payments to satisfy the settlement agreements, to the extent that monies are available from the cooperative endeavor agreement with the State Department of Education, with the amount of each payment made at the discretion of the Tangipahoa Parish School Board based on monies available.

Acts 1997, No. 477, §1, eff. June 30, 1997; Acts 1999, No. 757, §1, eff. July 2, 1999; Acts 1999, No. 1210, §1; Acts 2001, No. 20, §1, eff. May 22, 2001; Acts 2003, No. 944, §1, eff. July 1, 2003; Acts 2005, 1st Ex. Sess., No. 35, §1, eff. Nov. 30, 2005; Acts 2008, No. 497, §1, eff. June 25, 2008; Acts 2010, No. 54, §1, eff. May 27, 2010; Acts 2010, No. 324, §1, eff. July 1, 2010; Acts 2010, No. 861, §8; Acts 2010, No. 999, §2; Acts 2012, No. 298, §2, eff. July 1, 2012.

[1]Acts 2012, No. 298.

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RS 17:3998

§3998. Reports; review

A. Each chartering authority shall report to the state board on the number of schools chartered, the status of those schools, and any recommendations by July first of each year.

B. Each charter school shall be reviewed by its chartering authority after the completion of the third year. If the charter school is achieving its stated goals and objectives pursuant to its approved charter, then the chartering authority shall extend the duration of the charter for a maximum initial term of five years as provided in R.S. 17:3992(A)(1). If the charter school is not achieving its stated goals and objectives pursuant to its approved charter, then the chartering authority shall not extend the duration of the charter, and the charter shall expire at the end of the school's fourth year.

Acts 1997, No. 477, §1, eff. June 30, 1997; Acts 1999, No. 757, §1, eff. July 2, 1999; Acts 2012, No. 2, §1.

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RS 24:513

§513. Powers and duties of legislative auditor; audit reports as public records; assistance and opinions of attorney general; frequency of audits; subpoena power

A.(1)(a) Subject to Paragraph (3) of this Subsection, the legislative auditor shall have authority to compile financial statements and to examine, audit, or review the books and accounts of the state treasurer, all public boards, commissions, agencies, departments, political subdivisions of the state, public officials and employees, public retirement systems enumerated in R.S. 11:173(A), municipalities, and all other public or quasi public agencies or bodies, hereinafter collectively referred to as the "auditee". The scope of the examinations may include financial accountability, legal compliance and evaluations of the economy, efficiency, and effectiveness of the auditee's programs or any combination of the foregoing. In addition to the authority granted above, the legislative auditor shall have access to and be permitted to examine all papers, books, accounts, records, files, instruments, documents, films, tapes, and any other forms of recordation of all auditees, including but not limited to computers and recording devices, and all software and hardware which hold data, is part of the technical processes leading up to the retention of data, or is part of the security system. This access shall not be prohibited by Paragraph (3) of this Subsection.

(b) For the sole purpose of this Subsection, a quasi public agency or body is defined as:

(i) An organization, either not-for-profit or for profit, created by the state of Louisiana or any political subdivision or agency thereof, any special district or authority, or unit of local government to perform a public purpose.

(ii) An organization, either not-for-profit or for profit, that is a component unit of a governmental reporting entity, as defined under generally accepted accounting principles.

(iii) An organization, either not-for-profit or for profit, created to perform a public purpose and having one or more of the following characteristics:

(aa) The governing body is elected by the general public.

(bb) A majority of the governing body is appointed by or authorized to be appointed by a governmental entity or individual governmental official as a part of his official duties.

(cc) The entity is the recipient of the proceeds of an ad valorem tax or general sales tax levied specifically for its operations.

(dd) The entity is able to directly issue debt, the interest on which is exempt from federal taxation.

(ee) The entity can be dissolved unilaterally by a governmental entity and its net assets assumed without compensation by that governmental entity.

(iv) Any not-for-profit organization that receives or expends any local or state assistance in any fiscal year. Assistance shall include grants, loans, transfers of property, awards, and direct appropriations of state or local public funds. Assistance shall not include guarantees, membership dues, vendor contracts for goods and services related to administrative support for a local or state assistance program, assistance to private or parochial schools except as provided in R.S. 17:4022, assistance to private colleges and universities, or benefits to individuals.

(v) Any organization, either not-for-profit or for profit, which is subject to the open meetings law and derives a portion of its income from payments received from any public agency or body.

(2) The financial statements of individual state agencies, departments, boards, and commissions that are included within the state's Comprehensive Annual Financial Report shall be audited by the legislative auditor, but may be audited by a licensed certified public accountant pursuant to the provisions of Subsection A of this Section.

(3) The financial statements of the offices of the independently elected public local officials, including judges, sheriffs, clerks of court, assessors, and district attorneys, all parish governing authorities, all political subdivisions created by parish governing authorities or by law, and all districts, boards, and commissions created by parish governing authorities either independently or in conjunction with other units of government, school boards, district public defender offices, municipalities, all political subdivisions created by municipal governing authorities, and all boards and commissions created by municipalities, either independently or in conjunction with other units of government, city courts, quasi-public agencies, housing authorities, mortgage authorities, or other political subdivisions of the state not included within the state's Comprehensive Annual Financial Reports, hereinafter collectively referred to as "local auditee", shall be

audited or reviewed by licensed certified public accountants subject to Paragraphs (5) and (6) of this Subsection, but may be audited by the legislative auditor pursuant to Paragraph (4) of this Subsection. The total compensation, reimbursements, and benefits of an agency head or political subdivision head or chief executive officer related to the position, including but not limited to travel, housing, unvouchered expenses, per diem, and registration fees shall be reported as a supplemental report within the financial statement of the local auditee. Any person authorized to conduct an audit of a governmental entity pursuant to R.S. 37:77, shall be permitted to continue auditing that governmental entity subject to the approval of the legislative auditor provided for in Paragraphs (5) and (6) of this Subsection.

(4)(a) Notwithstanding Paragraph (3) of this Subsection and Subsection B of this Section, the legislative auditor may audit or investigate a local auditee only in those instances when:

(i) The local auditee has failed after thirty days written notice from the legislative auditor to comply with the provisions of this Section relating to timely audits.

(ii) The Legislative Audit Advisory Council and the legislative auditor have determined that the local auditee is unable to pay for an audit by a licensed certified public accountant.

(iii) The local auditee exhibits a record of egregious control deficiencies and failures to comply with laws and regulations.

(iv) The legislative auditor has received complaints of illegal or irregular acts with respect to the local auditee.

(v) The local auditee, after requesting proposals for audit services, receives less than three proposals from licensed certified public accountants or the local auditee receives three or more proposals and the local auditee rejects all proposals for cause, including but not limited to excessive cost.

(vi) In the opinion of the legislative auditor and the Legislative Audit Advisory Council the best interest of the state of Louisiana would be served by his audit of the local auditee.

(b) Any local auditee selected for audit under the provisions of Item (a)(iii) of this Paragraph shall have the right of appeal to the Legislative Audit Advisory Council. Furthermore, the legislative auditor shall ensure that under the provisions of Item (a)(iii) of this Paragraph audit services are not duplicated.

(5)(a)(i) In lieu of examinations of the records and accounts of any office subject to audit or review by the legislative auditor, the legislative auditor may, at his discretion, accept an audit or review report prepared by a licensed certified public accountant, provided that such audit or review is performed in accordance with generally accepted governmental auditing standards and the Louisiana Governmental Audit Guide, which is to be jointly published by the legislative auditor and the Society of Louisiana Certified Public Accountant's Governmental Accounting and Auditing Committee, and further provided that the legislative auditor has approved the engagement letter in accordance with this Section. The Louisiana Governmental Audit Guide is a standard for audits and reviews of auditees within Louisiana and shall be produced by the society and the legislative auditor, with input from the Louisiana Municipal Association, the Louisiana Police Jury Association, the Louisiana School Board Association, and any other interested parties. Such audits shall be completed within six months of the close of the entity's fiscal year. Reviews shall be conducted in accordance with the authoritative pronouncements issued by the American Institute of Certified Public Accountants and guidance provided in the Louisiana Governmental Audit Guide. For the limited purpose of providing the audits and reviews as provided in this Subsection, the certified public accountant shall have the access and assistance privileges afforded the legislative auditor in R.S. 24:513(E) and (I). However, the certified public accountant shall comply with any and all restrictions imposed by law on documents, data, or information deemed confidential by law and furnished to the certified public accountant during the course of the audit or review.

(ii) At any time after a disaster or emergency is declared under the provisions of R.S. 29:724(B)(1) which prevents an entity from completing its report within the period prescribed in Item (i) of this Subparagraph, the entity may ask the legislative auditor in writing for an extension of time to complete the report. The legislative auditor may approve the request at his discretion, subject to the approval of the Legislative Audit Advisory Council.

(b) It is the intent of the legislature that small audit firms and audit firms owned and controlled by socially and economically disadvantaged individuals shall have the maximum practicable opportunity to participate in contracts awarded to fulfill the requirements of this Section.

(6) The legislative auditor shall have the authority to prescribe the terms and conditions of any such audit or review conducted by a licensed certified public accountant and shall be authorized to approve said terms and conditions prior to its commencement and to require the office subject to audit to present said terms and conditions to him for approval. It is the joint responsibility of the office subject to audit or review and the certified public accountant to submit the engagement agreement to the legislative auditor for approval prior to the commencement of the audit. The legislative auditor shall also have access to the working papers of the accountant during the examination and subsequent to its termination.

(7) In order to fulfill the requirements imposed upon any public or quasi-public agency or body or political subdivision of the state by the provisions of this Subsection, any such body shall have the authority to contract for such professional services, without public bid, as are reasonably necessary.

B.(1) The accounts and records of each sheriff, in his function as ex officio tax collector, shall be audited in accordance with the provisions of this Section not less than once every year. Upon request, the tax collector shall provide the legislative auditor with a sworn statement of the amounts of cash on hand and taxes collected for the current year, with an itemized statement of all taxes assessed and uncollected. The statement shall indicate the reason for his failure to collect. Parish governing authorities and the governing authorities of other tax recipient bodies shall notify the legislative auditor, in writing, whenever any sheriff is delinquent in his settlements. All clerks of court and other public officers shall furnish certified copies of any documents or papers in their possession to the legislative auditor whenever he shall request the same,

and these certified copies shall be furnished without charge.

(2) Any other local auditee or vendor that collects and distributes ad valorem taxes on behalf of a taxing authority shall have its tax collection and distribution fund audited annually and distribute a copy of the audit report to the legislative auditor and each taxing authority for which it collects taxes. The audit report shall include a sworn statement of the gross amount of taxes to be collected, any deductions made from the tax rolls, the amount of taxes collected, and the taxes distributed to the taxing authorities. The statement shall detail any taxes on hand at the end of the reporting period, the amounts of such balance belonging to the taxing authorities, the amounts of collections related to current tax collections, the amounts relating to prior year taxes, the amounts of any interest and penalties collected and disbursed, the extent to which the prior year tax collections relate to collection and audit efforts, and the reason, if any, for failure to collect. The statement shall include other disclosures as may be determined necessary by the legislative auditor. For fiscal periods beginning after December 31, 2010, the audit report required by this Paragraph shall be completed within six months of the close of the local auditee's or vendor's fiscal year.

(3) Any other local auditee or vendor that collects and distributes taxes other than ad valorem taxes on behalf of other taxing authorities shall have its annual financial statement audited and shall distribute a copy of the audit report to the legislative auditor and each taxing authority for which it collects taxes. The audit report shall have a footnote disclosure including total collections and a schedule of distribution by taxing authority. The statement shall include other disclosures as may be determined necessary by the legislative auditor. For fiscal periods beginning after December 31, 2010, the audit report required by this Paragraph shall be completed within six months of the close of the local auditee's or vendor's fiscal year.

C.(1) The legislative auditor shall have authority to evaluate on a continuing basis all aspects of any state, municipal, or parochial retirement system, funded in whole or in part out of public funds, as to its actuarial soundness. The legislative auditor shall make periodic detailed reports, both to the legislature and the governor, specifically setting forth his findings as to the actuarial soundness of such retirement systems. In conducting such evaluations or any audit pursuant to R.S. 11:2260(A)(9)(b), the legislative auditor shall have complete access to all books, records, documents, and accounts of said retirement system and any participating employer thereof.

(2) This provision shall in no way be deemed to preclude the authority of any retirement system funded in whole or in part out of public funds to hire an actuary. However, any actuary employed by the legislature or legislative auditor shall be prohibited from serving as, or employing or contracting with any other actuary who is serving as, an actuary for any public retirement system within the state of Louisiana, with respect to such public retirement system, unless such service, employment, or contract is approved by the Legislative Audit Advisory Council as being in the best interest of the state of Louisiana.

D. In addition, the legislative auditor shall perform the following duties and functions:

(1) He shall, not later than the first day of each regular session of the legislature, prepare and submit to the governor and to the legislature his report on the financial statements of the state of Louisiana, together with such comments on internal control structure and compliance with laws and regulations that are appropriate. Supplemental statements shall be submitted at such other times as may be necessary to show probable changes.

(2)(a) He shall provide actuarial notes on proposed legislation as required by R.S. 24:521, and to provide for such function and related functions, he shall employ such personnel as necessary, including a legislative actuary.

(b) He shall fix the salary and establish the duties and functions of the legislative actuary and other such personnel.

(3) He shall employ such personnel as may be necessary to perform the duties and functions imposed herein, and may employ such professional and technical personnel as may be necessary in the unclassified service, subject to the other provisions of this Section.

(4) He shall conduct performance audits, program evaluations, and other studies as are needed to enable the legislature and its committees to evaluate the efficiency, effectiveness, and operation of state programs and activities.

(5) Notwithstanding any other provisions of law to the contrary, including R.S. 6:103(F), when the commissioner of financial institutions, or an authorized employee thereof, has informed the legislative auditor pursuant to R.S. 6:103(B)(6) of a failure by a financial institution to furnish adequate security for public funds deposited with it when such security is required by law, regulation, or by contract, the legislative auditor is authorized to notify a "state depositing authority," as defined in R.S. 49:319, or a "local depositing authority," as defined in R.S. 39:1211, of such failure. A copy of the notice shall be forwarded by the legislative auditor to the financial institution which is the subject of such notice.

(6) He shall establish and provide for an electronic mail notification system to notify subscribers of changes to the list of auditees not in compliance with R.S. 24:513 et seq.

E. In the performance of his duties as herein stated, the legislative auditor, or any member of his staff designated by him, shall have the power to inspect and to make copies of any books, records, instruments, documents, files, films, tapes, and other forms of recordation, including but not limited to computer and recording devices, of the auditee. He may call upon the auditee and any of its officials and staff for assistance and advice, and such assistance shall be given through the assignment of personnel or in such other manner as necessity requires.

F.(1) The legislative auditor shall have authority to compile financial statements and to examine, audit, or review the books and accounts of all private water supply systems. The scope of the examinations may include financial accountability, legal compliance and evaluations of the economy, efficiency, and effectiveness of the private water supply systems or any combination of the foregoing. In addition to the authority granted above, the legislative auditor shall have access to and be permitted to examine all papers,

books, accounts, records, files, instruments, documents, films, tapes, and any other forms of recordation of all private water supply systems, including but not limited to computers and recording devices, and all software and hardware which hold data, are part of the technical processes leading up to the retention of data, or are part of the security system.

(2) For the purpose of this Subsection, "private water supply system" means any private water system which receives local or state assistance in any fiscal year and does not have audited financial statements prepared by licensed certified public accountants. Assistance shall include grants, loans, transfers of property, awards, and direct appropriations of state or local public funds. Assistance shall not include guarantees, membership dues, vendor contracts for goods and services related to administrative support for a local or state assistance program, or benefits to individuals.

(3) The financial statements of a private water supply system shall be audited or reviewed by licensed certified public accountants subject to Paragraphs (A)(5) and (6) of this Section, but may be audited by the legislative auditor pursuant to Paragraph (A)(4) of this Section. Any person authorized to conduct an audit of a governmental entity pursuant to R.S. 37:77 shall be permitted to audit the private water supply system subject to the approval of the legislative auditor provided for in Paragraphs (A)(5) and (6) of this Section.

(4) State or local assistance and other funds and expenditures of private water supply systems shall be audited.

G. The audit reports issued by the legislative auditor or accepted by the legislative auditor pursuant to this Section or R.S. 46:1064(B), shall be subject to the laws providing for inspection of public records and shall be available in the office of the legislative auditor three days after the date of issuance of the reports as provided by R.S. 44:6. However, this Subsection shall not apply to any documents, data, or information furnished the legislative auditor which are deemed confidential by law.

H.(1) All auditees and their officials and staff are hereby directed to assist the legislative auditor in his work and to furnish such information, reports, aid, services, and assistance as may be requested, all without any cost or charge. It shall be the duty of the attorney general and the local district attorney to give assistance to the legislative auditor. The attorney general shall render his opinion in writing on any subject requested by the legislative auditor.

(2)(a) Each auditee shall designate an individual who shall be responsible for filing annual financial reports with the legislative auditor and shall notify the legislative auditor of the name and address of the person so designated.

(b) A governmental entity that provides funding to a quasi public agency or body shall notify each such quasi public agency or body of the requirements of this Paragraph.

I. The authority granted to the legislative auditor in this Section to examine, audit, inspect or copy shall extend to all books, accounts, papers, documents, records, files, instruments, films, tapes, and any other forms of recordation, including but not limited to computers and recording devices, whether confidential or otherwise. However, the legislative auditor shall comply with any and all restrictions imposed by law on documents, data, or information deemed confidential by law and furnished to the legislative auditor.

J.(1) The audits enumerated in Subsection A of this Section shall be conducted frequently enough to control and safeguard the assets of the auditee as follows:

(a)(i) The financial statements of the state of Louisiana shall be audited annually. The financial statements of individual state agencies, departments, boards, and commissions shall be audited at least once every two years, to include the transactions of both years. However, the financial statements of individual state agencies, departments, boards, and commissions that compose a material part of the state's financial statements, as determined by the legislative auditor, shall be subjected to audit tests annually.

(ii) However, at the discretion of the legislative auditor, the audit provisions of Subparagraph (c) of this Paragraph as they pertain to audit frequency and level of assurance required, may apply to an individual state agency, department, board, or commission.

(b) The accounts and financial statements of parish tax collectors shall be audited annually.

(c) The financial statements of local auditees, as defined in Paragraph A(3) of this Section, shall be audited as follows:

(i)(aa) Any local auditee that receives fifty thousand dollars or less in revenues and other sources in any one fiscal year shall not be required to have an audit, but must file a certification with the legislative auditor indicating that it received fifty thousand dollars or less in funds for the fiscal year. Monies received from urban or rural development grants shall not be used in fiscal year computation of revenue amounts requiring an audit. The auditee shall annually file with the legislative auditor sworn financial statements as required by R.S. 24:514. However, the legislative auditor, at his discretion, may require said local auditee to have an audit of its books and accounts.

(bb) However, any volunteer fire department that receives fifty thousand dollars or less in funds in any one fiscal year shall not be required to have an audit, but shall file a certification with the legislative auditor signed by the president of the volunteer fire department indicating that the department received fifty thousand dollars or less for the fiscal year and shall annually file with the legislative auditor sworn financial statements as required by R.S. 24:514. The legislative auditor, at his discretion, may require any such volunteer fire department to have an audit of its books and accounts.

(cc) However, a justice of the peace or constable of a justice of the peace court shall not be required to have an audit, but must file a certification with the legislative auditor indicating the amount of funds related to his official duties that he received for the fiscal year. Also he shall annually file with the legislative auditor sworn financial statements. The legislative auditor, at his discretion, may require a justice of the peace or constable to have an audit of his books. If a justice of the peace or constable of a justice of the peace court receives from his official duties in excess of two hundred thousand dollars in revenues and

other sources in any one fiscal year, the requirements of Item (ii) of this Subparagraph shall be applicable to such justice of the peace or constable.

(ii) Notwithstanding the provisions of R.S. 24:514, any local auditee that receives more than fifty thousand dollars in revenues and other sources in any one fiscal year, but less than two hundred thousand dollars, shall cause to be conducted an annual compilation of its financial statements, with or without footnotes, in accordance with the Louisiana Governmental Audit Guide. However, the legislative auditor, at his discretion, may require said local auditee to have an audit of its books and accounts.

(iii) Any local auditee that receives two hundred thousand dollars or more in revenues and other sources in any one fiscal year, but less than five hundred thousand dollars, shall cause to be conducted an annual review of its financial statements to be accompanied by an attestation report in accordance with the Louisiana Governmental Audit Guide. However, the legislative auditor, at his discretion, may require said local auditee to have an audit of its books and accounts.

(iv) Any local auditee that receives five hundred thousand dollars or more in revenues and other sources in any one fiscal year shall be audited annually.

(v)(aa) To provide enhanced additional oversight by the legislative auditor, in any parish having a population of not less than two hundred twenty-five thousand and not more than two hundred fifty thousand according to the latest federal decennial census, the legislative auditor shall establish the criteria for procedures which shall be performed in addition to annual reporting requirements required by this Section for entities with revenues of fifty thousand dollars or more per fiscal year.

(bb) Any costs incurred by the legislative auditor in establishing the criteria for the procedures noted under this Item shall be allocated to the individual entities provided for in this Item and paid by these entities to the legislative auditor upon receipt of services.

(d) The provisions of Subparagraph (1)(c) of this Subsection shall apply to the state or local assistance received and/or expended by a quasi public agency or body when such funds are not commingled with other funds of the quasi public agency or body. However, if the state or local assistance received and/or expended by a quasi public agency or body is commingled with other funds of the quasi public agency or body then such state or local assistance and other funds of the quasi public agency or body shall be audited pursuant to Subparagraph (1)(c) of this Subsection.

(2) The provisions of this Section shall be deemed minimum audit requirements and nothing within this Section shall prohibit a political subdivision from providing for more frequent audits, subject to the approval of the engagement agreement by the legislative auditor.

(3) Notwithstanding the provisions of Subparagraph (1)(d) of this Subsection, any auditee contained in Item (A)(1)(b)(v) of this Section shall be audited in accordance with Subitem (1)(c)(i)(aa) of this Subsection when it has received fifty thousand or less in public funds in any one fiscal year. Any such auditee shall be audited in accordance with Item (1)(c)(ii) of this Subsection when it has received more than fifty thousand dollars in public funds in any one fiscal year. Any such auditee shall be audited in accordance with Item (1)(c)(iii) of this Subsection when it has received three hundred fifty thousand or more in public funds in any one fiscal year. Any such auditee shall be audited in accordance with Item (1)(c)(iv) of this Subsection when it has received three million five hundred thousand dollars or more in public funds.

(4)(a) Notwithstanding any provision of this Section to the contrary, any entity which establishes scholastic rules which are the basis for the State Board of Elementary and Secondary Education's policy required by R.S. 17:176 to be adhered to by all high schools under the board's jurisdiction shall not be required to be audited by the legislative auditor but shall file an audit with the legislative auditor and the Legislative Audit Advisory Council which has been prepared by an auditing firm which has been approved by the legislative auditor. Such entity shall submit such audit to the legislative auditor and the Legislative Audit Advisory Council.

(b) The Legislative Audit Advisory Council may order an audit by the legislative auditor upon a finding of cause by the council.

K. Whoever violates the provisions of this Section shall be fined not more than one thousand dollars and shall be deemed guilty of malfeasance and gross misconduct in office, and shall be subject to removal.

L. Notwithstanding the provisions of Subsection B of this Section or of any other provision of law to the contrary, a sheriff and ex-officio tax collector shall have the option of having the annual and biennial audits of his office as provided in Subparagraphs (J)(1)(b) and (c) of this Section conducted either by the legislative auditor or by a private certified public accountant pursuant to the provisions of this Section.

M.(1) In the performance of his duties the legislative auditor, or any member of his staff designated by him, may compel the production of public and private books, documents, records, papers, films, tapes, and electronic data processing media. For such purpose the legislative auditor and the chairman of the Legislative Audit Advisory Council may jointly issue a subpoena for the production of documentary evidence to compel the production of any books, documents, records, papers, films, tapes, and electronic data processing media regarding any transaction involving a governmental entity. The subpoena may be served by registered or certified mail, return receipt requested, to the addressee's business address, or by representatives appointed by the legislative auditor, or shall be directed for service to the sheriff of the parish where the addressee resides or is found.

(2) If a person refuses to obey a subpoena issued under any Section of this Part, a judicial district court, upon joint application by the legislative auditor and the chairman of the Legislative Audit Advisory Council, may issue to the person an order requiring him to appear before the court to show cause why he should not be held in contempt for refusal to obey the subpoena. Failure to obey a subpoena may be punished as a contempt of court.

N. Notwithstanding any other provision of law, the legislative auditor may issue, receive or accept, and maintain audit reports electronically.

O. Notwithstanding any provision of law to the contrary, the legislative auditor shall annually review, calculate, and certify, using the grand recapitulation of the assessment roll provided to the legislative auditor by the Louisiana Tax Commission, the amount due to each public retirement system as provided by law. The legislative auditor shall submit to each sheriff or other official responsible for tax collection a report setting forth the certified remittance due from each tax recipient body to each public retirement system.

Acts 1991, No. 610, §1, eff. Dec. 31, 1991; Acts 1992, No. 585, §1; Acts 1993, No. 183, §1; Acts 1995, No. 467, §1, eff. Jan. 1, 1996; Acts 1995, No. 686, §1, eff. June 21, 1995; Acts 1995, No. 877, §1, eff. Jan. 1, 1996; Acts 2001, No. 646, §1; Acts 2001, No. 1102, §5; Acts 2003, No. 1170, §1; Acts 2004, No. 508, §1; Acts 2004, No. 548, §1; Acts 2004, No. 635, §1; Acts 2005, 1st Ex. Sess., No. 36, §1, eff. Dec. 6, 2005; Acts 2006, No. 629, §1; Acts 2007, No. 51, §2, eff. June 18, 2007; Acts 2007, No. 307, §4; Acts 2008, No. 838, §1, eff. July 1, 2008; Acts 2010, No. 711, §1; Acts 2010, No. 1045, §1; Acts 2011, No. 290, §1; Acts 2012, No. 218, §2; Acts 2012, No. 811, §7, eff. July 1, 2012; Acts 2014, No. 467, §2; Acts 2014, No. 706, §1; Acts 2014, No. 774, §1.

NOTE: Subsection O to be applied retroactively and prospectively. See Acts 1012, No. 218, §3.

NOTE: When enacted, Acts 2014, No. 774 applied to St. Tammany Parish.

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RS 17:3995

§3995. Charter school funding

A.(1) For the purpose of funding, a Type 1, Type 3, Type 3B, and Type 4 charter school shall be considered an approved public school of the local school board entering into the charter agreement and shall receive a per pupil amount each year from the local school board based on the October first membership count of the charter school. Type 1B and Type 2 charter schools shall receive a per pupil amount each year authorized by the state board each year as provided in the minimum foundation program approved formula. The per pupil amount provided to a Type 1, 1B, 2, 3, 3B, or 4 charter school shall be computed annually and shall be equal to no less than the per pupil amount received by the school district in which the charter school is located from the following sources based on the district's October first membership count:

(a) The state-funded per pupil allocation received by the district pursuant to the most recent legislatively approved minimum foundation program formula resolution, including all levels.

(b)(i) Local revenues received during the prior year by the school district from the following sources:

(aa) Sales and use taxes, less any tax collection fee paid by the school district.

(bb) Ad valorem taxes, less any tax collection fee paid by the school district.

(cc) Earnings from sixteenth section lands owned by the school district.

(ii) For the purposes of this Subparagraph, local revenues shall exclude any portion which has been specifically dedicated by the legislature or by voter approval to capital outlay or debt service.

(iii) For the purposes of this Subparagraph, local revenues of the Orleans Parish School Board also shall exclude the amounts set forth in R.S. 17:1990(C)(2)(a)(iii) until such provisions relative to the specified amounts expire.

(c) The provisions of this Paragraph permitting the calculation of the per pupil amount to be provided to a Type 1, 1B, 2, 3, 3B, or 4 charter school to exclude any portion of local revenues specifically dedicated by the legislature or by voter approval to capital outlay or debt service, shall be applicable only to a charter school housed in a facility or facilities provided by the district in which the charter school is located.

(2)(a) Initial allocation of the per pupil amount required in Paragraph (1) of this Subsection shall be based on estimates provided by the state Department of Education using the most recent projected prior year local revenue data and projected pupil counts available. Allocations shall be adjusted during the year to reflect actual pupil counts and actual prior year local revenue collections.

(b) In order to provide for adjustments in allocations made to Type 2 charter schools as a result of changes in enrollment, the State Board of Elementary and Secondary Education may provide annually for a February fifteenth pupil membership count to reflect any changes in pupil enrollment that may occur after October first of each year. Any allocation adjustment made pursuant to this Subparagraph shall not be retroactive and shall be applicable for the period from March first through the end of the school year. The provisions of this Subparagraph relative to an allocation adjustment shall not be applicable to any Type 2 charter school that has had an increase or decrease in student enrollment of five percent or less in any school year for which the February fifteenth membership count occurs.

(3) Notwithstanding Paragraph (1) of this Subsection, a district with one or more Type 3B charter schools shall distribute minimum foundation program formula funds to each Type 1, 3, 3B, and 4 charter school using the weighted allocations provided for in the most recently adopted minimum foundation program formula, except that any school board in a parish that contains a municipality with a population of three hundred thousand or more persons according to the latest federal decennial census shall use the allocation method provided for in this Paragraph no earlier than the 2018-2019 fiscal year for all Type 1 and 3 charter schools authorized by the school board and in operation prior to the 2013-2014 school year. Until that time, those schools shall be funded as provided in Paragraph (1) of this Subsection. For all other Type 1, 3, and 4 charter schools in such a parish, the school board may request the use of a differentiated distribution methodology to be approved by the state Department of Education prior to implementation.

(4)(a)(i) The state board, a local school board, and a local charter authorizer may annually charge each charter school they authorize a fee in an amount equal to two percent of the total per pupil amount as defined by this Subsection that is received by a charter school for administrative overhead costs incurred by

the chartering authority for considering the charter application and any amendment thereto, providing monitoring and oversight of the school, collecting and analyzing data of the school, and for reporting on school performance. Such fee amount shall be withheld from the per pupil amount in monthly increments and shall not be applicable to any federal money or grants received by the charter school. Administrative overhead costs shall not include any cost incurred by the chartering authority to provide purchased services to the charter school. As provided by Subparagraph (b) of this Paragraph, a chartering authority or the Recovery School District, if applicable, may provide other services for a charter school and charge the actual cost of providing such services, but no such arrangement shall be required as a condition for authorizing the charter school.

(ii) The state Department of Education may withhold and retain from state funds otherwise allocated to a local public school system through the minimum foundation program formula an amount equal to one quarter of one percent of the fee amount charged to a Type 3B charter school pursuant to Item (i) of this Subparagraph for administrative costs incurred by the department for providing financial oversight and monitoring of such charter schools.

(b) A charter school may contract with the chartering authority, or with the Recovery School District for a Type 5 charter school, for the direct purchase of specific services in addition to those included in administrative overhead costs, including but not limited to food services, special education services, transportation services, custodial and maintenance services, media services, technology services, library services, health services, and health benefits for active and retired employees. Such services shall be provided to the charter school at the actual costs incurred by the chartering authority or the Recovery School District as applicable. The amount paid by a charter school for such purchased services shall be in accordance with a written agreement entered into for this purpose by the charter school and the chartering authority or the Recovery School District as applicable. Such agreement shall be negotiated and executed prior to the beginning of each school year. Absent such an agreement as provided by this Subparagraph, the chartering authority or, if applicable, the Recovery School District shall have no authority to withhold from the charter school any funds relative to providing such services.

(c) At least thirty days prior to the beginning of each fiscal year, each charter school shall be provided by its chartering authority with a projected budget detailing anticipated administrative overhead costs and planned uses for fees charged for such costs. By not later than ninety days following the end of each fiscal year, each charter school shall be provided by its chartering authority an itemized accounting of all administrative overhead costs. Additionally, by not later than ninety days following the end of each fiscal year, each charter school shall be provided by its chartering authority or the Recovery School District, if applicable, an itemized accounting of the actual cost of each purchased service provided to the charter school.

(5) Within fifteen days of the receipt of any state, local, or other funding to which the charter school is entitled or which came as a result of students enrolled in the charter school, the chartering authority shall ensure that those funds are available for use by such charter schools.

(6)(a) A Type 2 school which has been renewed as provided in R.S. 17:3992(A) annually shall be funded in the full amount calculated as provided for in Paragraph (1) of this Subsection. Such full funding shall be provided as a priority prior to the allocation of state funding to any other charter school funded by the state.

(b) The full funding required in this Subsection shall include in any calculation all pupils enrolled pursuant to any authority of a renewed Type 2 charter to increase the enrollment of such school whether caused by increasing the number of pupils in authorized grades or by adding sequential grades pursuant to the school's charter or other authority granted by the state board.

B. For each pupil enrolled in a charter school who is entitled to special education services, any state special education funding beyond that provided in the minimum foundation program and any federal funds for special education for that pupil that would have been allocated for that pupil shall be allocated to the charter school which the pupil attends.

C. Any approved charter school shall be eligible for any other federal, restricted state, and unrestricted state funding for which the school or its pupils qualify. Each charter school shall receive at a minimum their per pupil share for any state or federal grant program such as any funding provided for technology, teacher supplies, kindergarten through third grade reading and mathematics, summer school, and other remediation funding, as well as any other state or federal grant program where funding is distributed on a per pupil basis and a charter school is eligible to receive the funding under the terms of the grant. The charter school shall comply with the terms of the grant. The chartering authority shall ensure that such funds are made available for use by any charter school no less than fifteen days after the chartering authority receives such funding from the state or the federal government, provided the chartering authority applied for such funding directly. A charter school may apply for and receive funding directly from the state or federal government.

D. Any approved charter school may solicit, accept, and administer donations or any other financial assistance in the form of money, grants, property, loans, or personal services for educational purposes from any public or private person, corporation, or agency and comply with rules and regulations governing grants from the federal government or from any other person or agency, which are not in contravention of the constitution and any other law.

E. If any charter school fails to open and serve pupils or closes for any reason, the charter school shall refund all equipment and cash on hand which can be attributed to state or local funding to the state or to the local school district as appropriate.

F. Every pupil enrolled in a charter school shall be counted in the school's total pupil count for purposes of funding including each pupil who is pursuing a high school diploma or participating in a pre-

general education development skills program as defined by policy adopted by the State Board of Elementary and Secondary Education. No child enrolled in a prekindergarten program offered by a charter school shall be counted for purposes of funding pursuant to the provisions of Subsection A of this Section unless such funding is specifically provided for such purpose. However, such school shall be eligible for any other funding that may become available pursuant to the provisions of Subsection C of this Section for children enrolled in prekindergarten programs.

G. In addition to any other funds received, each charter school created as a new school rather than as a conversion school shall receive for each student based on average daily membership in the charter school for the first five years of its existence an amount equaling the average per student budgeted amount for each of those five years by the district in which the charter school is located for facility acquisition and construction services. The provisions of this Subsection shall apply only if and to the extent that funds are appropriated therefor by the legislature.

H. Any Type 1B, 2, or 5 charter school shall be considered the local education agency for funding purposes and statutory definitions pursuant to rules adopted by the state board.

I. The local school board shall remain the local education agency for any Type 1, 3, or 4 charter school.

J. A Type 5 charter school shall have the option to remain its own local education agency for funding purposes and statutory definitions upon conversion to a Type 3B charter school pursuant to rules adopted by the state board. Pursuant to this Subsection, the state board shall adopt rules for a Type 3B charter school considered its own local education agency and such rules shall:

(1) Provide for the delineation of financial and programmatic obligations of the charter school related to the receipt of funds as a local education agency.

(2) Authorize the state superintendent of education to rescind the local education agency status of a charter school should the charter school fail to meet the financial and programmatic obligations approved by the state board pursuant to this Subsection.

Acts 1997, No. 477, §1, eff. June 30, 1997; Acts 1999, No. 757, §1, eff. July 2, 1999; Acts 1999, No. 1210, §1; Acts 2001, No. 988, §1, eff. June 27, 2001; Acts 2001, No. 991, §1, eff. June 27, 2001; Acts 2001, No. 1076, §1, eff. June 28, 2001; Acts 2003, No. 260, §1; Acts 2004, No. 735, §1; Acts 2005, No. 305, §1; Acts 2008, No. 202, §1, eff. June 13, 2008; Acts 2008, No. 744, §1, eff. July 6, 2008; Acts 2009, No. 292, §1, eff. July 1, 2009; Acts 2010, No. 370, §§1, 2, eff. July 1, 2010; Acts 2010, No. 861, §8; Acts 2012, No. 2, §1; Acts 2012, No. 811, §5, eff. July 1, 2012; Acts 2013, No. 330, §1.

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Title 28
EDUCATION
Part CXXXIX. Bulletin 126—Charter Schools

Chapter 1. General Provisions

§101. Purpose, Scope, and Effect

A. The purpose of this bulletin is to provide rules to govern the implementation of R.S. 17:3971 et seq., the "Charter School Demonstration Programs Law" (hereafter, the "Charter School Law").

B. This bulletin is established to set forth the requirements for applying for a charter to operate an independent public school, the principles and requirements of authorizing the operation of a charter school, the requirements of performance contracting, the funding of charter schools, and the implementation of and enactment of regulatory requirements that must be met in the operation of a charter school. It is further established to set forth procedures for monitoring and evaluating charter schools, and amending, renewing, and revoking charters approved by the Board of Elementary and Secondary Education.

C. The regulations set forth in this bulletin are incorporated into all charters approved by BESE and shall bind all charter schools approved by BESE.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10) and R.S. 17:3981.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 34:1357 (July 2008).

§103. Definitions

A. The words defined in this Section shall have the meanings set forth below whenever they appear in this policy, unless:

1. the context in which they are used clearly requires a different meaning; or

2. a different definition is prescribed for a particular provision.

Appropriate Technical Infrastructure—any servers, programs, internet access, and/or management systems that allow user interaction, provide sufficient bandwidth to host courses or online services, and sustain peak periods of usage without a reduction in performance.

At-Risk Pupil—any pupil about whom at least one of the following is true:

i. is eligible to participate in the federal free or reduced lunch program by demonstrating that he meets the income requirements established for participation in the program, not necessarily by participating in the program;

ii. is under the age of 20 and has been withdrawn from school prior to graduation for not less than one semester;

iii. is under the age of 20 and has failed to achieve the required score on any portion of the examination required for high school graduation;

iv. is in the eighth grade or below and is reading two or more grade levels below grade level as determined by one or more of the tests required pursuant to R.S. 17:24.4;

v. has been identified as an exceptional child as defined in R.S. 17:1943, not including gifted and talented; or

vi. is the mother or father of a child.

BESE and/or *Board*—the state *Board* of Elementary and Secondary Education as created by the Louisiana Constitution and the *Louisiana Revised Statutes*.

Charter—the agreement and authorization to operate a *charter* school, which includes the *charter* contracts and exhibits.

Chartering Authority—a local school board or the state Board of Elementary and Secondary Education.

Charter Operator—the nonprofit corporation or school board authorized to operate a charter school.

Charter School—an independent public school that provides a program of elementary and/or secondary education established pursuant to and in accordance with the provisions of the Louisiana *charter school* law to provide a learning environment that will improve pupil achievement.

Charter School Application—the proposal submitted to BESE, which includes but is not limited to, responses to questions concerning:

i. a charter school's education program;

ii. governance, leadership, and management;

iii. financial plan; and

iv. facilities.

Charter School Law—Louisiana laws, R.S. 17:3971 et seq., governing the operation of a charter school.

Core Subject—shall include those subjects defined as *core subjects* in Bulletin 741.

Department of Education or *LDE* or *Department*—the Louisiana *Department of Education*. The *Department of Education* includes the recovery school district, or RSD, where references are made to type 5 charter schools.

Hearing Officer—the individual assigned by BESE to perform adjudicatory functions at charter school revocation hearings.

Instructional and Communication Hardware—any equipment used to ensure students can access and engage with the educational program (e.g., headphones, wireless air cards, learning management systems, web-based communication tools).

Instructional Coach—a parent or guardian, extended adult family member, or other adult designated by the parent or guardian who works in person with each virtual charter school student under the guidance of the Louisiana-licensed professional teacher.

Local School Board—any city, parish, or other local education agency.

Management Organization—a for-profit company that manages academic, fiscal, and operational services on behalf of boards of directors of BESE-authorized charter schools through contractual agreements.

Public Service Organization—any community-based group of 50 or more persons incorporated under the laws of this state that meets all of the following requirements:

i. has a charitable, eleemosynary, or philanthropic purpose; and is qualified as a tax-exempt organization under section 501(c) of the United States *Internal Revenue Code* and is organized for a public purpose.

State Superintendent—the superintendent of education, who is the chief administrative officer of the Louisiana Department of Education, and who shall administer, coordinate, and supervise the activities of the department in accordance with law, regulation, and policy.

Technical Access—computer and internet availability sufficient to ensure access for all students.

Virtual School—an educational program operated for a minimum of one academic year and covering specified educational learning objectives for the purpose of obtaining a Louisiana certified diploma, the delivery of such a program being through an electronic medium such that the students are not required to be at a specific location in order receive instruction from a teacher, but instead access instruction remotely through computers and other technology, which may separate the student and teacher by time and space. This does not preclude the ability of said program to host face-to-face meetings, including field trips, extracurricular activities, conferences between the student, parents, and teachers, or any such related events.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), R.S. 17:3981, and R.S. 17:3973.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education in LR 34:1357 (July 2008), amended LR 37:867 (March 2011), LR 37:2383 (August 2011), LR 38:37 (January 2012), LR 38:750 (March 2012), repromulgated LR 38:1392 (June 2012), amended LR 38:1583 (July 2012), LR 39:3062 (November 2013), LR 40:1321 (July 2014).

§105. Purpose of Charter Schools

A. The charter school law was enacted by the Louisiana Legislature to create a structure whereby city, parish, and other local public school boards and BESE can authorize the creation of innovative kinds of independent public schools for students in Louisiana.

B. The Charter School Law provides a mechanism for all persons with valid ideas and motivation to participate in the development of innovative schools and a mechanism to analyze results of charter schools. Analysis of results allows for the positive results to be repeated or replicated, if appropriate, and the negative results identified and eliminated.

C. The Charter School Law expresses the intention of the legislature that the best interests of at-risk pupils shall be the overriding consideration in implementing the provisions of the law.

D. The purposes of charter schools include providing opportunities for educators and others interested in educating pupils to form, operate, or be employed within a charter school, with each such school designed to accomplish one or more of the following objectives:

1. improve pupil learning and, in general, the public school system;

2. increase learning opportunities and access to quality education for pupils;

3. increase educational opportunities for students in formerly failing schools;

4. increase learning opportunity choices for parents and students;

5. encourage the use of different and innovative teaching methods and a variety of governance, management, and administrative structures;

6. require appropriate assessment and measurement of academic learning results;

7. account better and more thoroughly for educational results;

8. create new professional opportunities for teachers and other school employees, including the opportunity to be responsible for the learning program at the school site;

9. provide competition within the public school system in order to stimulate continued improvement in all public schools; and/or

10. expand the capacity of the public school system.

E. It is not a purpose of the Charter School Law or this bulletin to permit the establishment of a charter school to be used as the means of keeping open an existing public school that otherwise would be closed. Such a circumstance, however, shall not preclude approval of a proposed charter that otherwise fulfills a purpose of the Charter School Law and for which the application/proposal clearly demonstrates that the educational program proposed to be offered will improve the achievement levels of the students enrolled in that school.

1. For the purposes of this bulletin, the term *existing public school* shall be defined as a school that is open during the school year in which the charter applicant is submitting a charter application or was open in the school year immediately preceding the school year in which the charter applicant is submitting a charter application.

F. It is not a purpose of the Charter School Law or this bulletin to provide a means of funding for nonpublic schools or any home study program.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), R.S. 17:3972, and R.S. 17:3981.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education in LR 34:1358 (July 2008), amended LR 40:1322 (July 2014).

§107. Types of Charter Schools

A. A type 1 charter school is a new school operated as the result of and pursuant to a charter between the nonprofit corporation created to operate the school and a local school board.

B. A type 1B charter school is a new school or a preexisting public school operated as the result of and pursuant to a charter between the nonprofit corporation created to operate the school and a local charter authorizer.

C. A type 2 charter school is a new school or a preexisting public school converted and operated as the result of and pursuant to a charter between the nonprofit corporation created to operate the school and the state Board of Elementary and Secondary Education.

D. A type 3 charter school is a preexisting public school converted and operated as the result of and pursuant to a charter between a nonprofit corporation and the local school board.

E. A type 3B charter school is a former type 5 charter school transferred from the Recovery School District to the administration and management of the transferring local school system pursuant to R.S. 17:10.5, R.S. 17:10.7 and Bulletin 129, §505.

F. A type 4 charter school is a preexisting public school converted and operated or a new school operated as the result of and pursuant to a charter between a local school board and the state Board of Elementary and Secondary Education.

G. A type 5 charter school is a preexisting public school transferred to the recovery school district as a school determined to be failing pursuant to R.S. 17:10.5 or R.S. 17:10.7 and operated as the result of and pursuant to a charter between a nonprofit corporation and the state Board of Elementary and Secondary Education.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), R.S. 17:3981, and R.S. 17:3973.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education in LR 34:1358 (July 2008), amended LR 39:3249 (December 2013).

Chapter 3. Charter School Authorizers

§301. Charter School Authorizers

A. The state Board of Elementary and Secondary Education authorizes the operation of type 2, type 4, and type 5 charter schools.

B. Local school boards authorize the operation of type 1, type 3, and type 3B charter schools.

C. Local charter authorizers authorize the operation of type 1B charter schools.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), R.S. 17:3981, and R.S. 17:3982.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education in LR 34:1359 (July 2008), amended LR 39:473 (March 2013), LR 39:3249 (December 2013).

§303. BESE Authorizing Responsibilities

A. BESE, as the authorizer of type 2, type 4, and type 5 charter schools, has the following authorizing responsibilities:

1. to implement a comprehensive application process with fair procedures and rigorous criteria that results in applications recommended for approval that demonstrate strong capacity for establishing and operating a quality charter school;

2. to review each proposed charter in a timely manner to determine whether each charter school application complies with the charter school law and this bulletin and whether the application is valid, complete, financially well-structured, educationally sound, whether it provides for a master plan for improving behavior and discipline in accordance with R.S. 17: 252, whether it provides a plan for collecting data in accordance with R.S. 17:3911, and offers potential for fulfilling the purposes of the charter school law. BESE shall engage in an application review process that complies with the latest principles and standards for quality charter school authorizing, as promulgated by the National Association of Charter School Authorizers, and shall provide for an independent evaluation of the charter proposal by a third party with educational, organizational, legal, and financial expertise;

3. to enter into any proposed Type 2, Type 4, or Type 5 charter only after there has been a specific determination by BESE that the proposed school will be operated in compliance with all applicable state and federal laws, rules, and regulations; that the accounting and financial practices to be used are sound and in accordance with generally accepted standards for similar entities; and that the educational program to be offered will comply with all requirements of the Charter School Law and be based on generally accepted education research findings applicable to the pupils to be served;

4. to enter into performance contracts with approved charter schools that articulate the rights and responsibilities of each party regarding school autonomy, expected outcomes, measures for evaluating success or failure,

performance consequences, operating terms, and other material terms;

5. to direct the Department of Education in providing adequate administrative and programmatic support and oversight; monitoring compliance; measuring progress; and implementing interventions, when necessary, with respect to type 2, type 4 and type 5 charter schools; and

6. to implement a transparent and rigorous process that uses comprehensive academic data and financial, legal, and contractual reporting and compliance to make merit-based recommendations for charter extension, renewal, and revocation.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), R.S. 17:3981, and R.S. 17:3983.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education in LR 34:1359 (July 2008), amended LR 37:868 (March 2011), LR 39:3063 (November 2013).

§305. BESE Duties Relating to Charter Schools

A. BESE has the following duties relating to charter schools:

1. subject to the availability of funds, to administer loans pursuant to the Charter School Law for assisting in meeting the costs required to establish a charter school as well as the costs of operation;

2. to determine the policy and provide direction to the Department of Education for providing oversight of the operation of charter schools chartered by BESE;

3. upon the request of any school system with fewer than 5,000 students, to provide technical assistance to the system in determining the potential financial impact of any proposed charter school on the operation of the system;

4. to notify local school boards of the receipt of any Type 2 charter school application for a school which is proposed to be located within the district. In addition, the local board as well as other interested groups shall be allowed to provide written information regarding any charter application and be allowed to present information at a scheduled public meeting of BESE prior to any determination being made by BESE; and

5. to fulfill all other obligations created by state and federal law with respect to students attending charter schools.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), R.S. 17:3981, and R.S. 17:3983.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education in LR 34:1359 (July 2008), amended LR 37:2383 (August 2011).

§306. Local School Board Authorizing Responsibilities

A. Local school boards, as the authorizer of type 1 and type 3 charter schools, have the following authorizing responsibilities:

1. except as otherwise provided herein relating to local school systems in academic crisis, as defined in Bulletin 111, §4901, to review and formally act upon each charter proposal submitted in conducting such a review, the local school board shall determine whether each proposed charter complies with the law and rules, whether the proposal is valid, complete, financially well-structured, and educationally sound, whether it provides for a master plan for improving behavior and discipline in accordance with R.S. 17:252, whether it provides a plan for collecting data in accordance with R.S. 17:3911, and whether it offers potential for fulfilling the purposes of the law;

2. engage in a transparent application review process that complies with the latest *Principles and Standards for Quality Charter School Authorizing*, as promulgated by the National Association of Charter School Authorizers, and shall provide for an independent evaluation of the charter proposal by a third party with educational, organizational, legal, and financial expertise;

3. make public through its website, and in printed form upon request, the guidelines for submitting a charter proposal, all forms required for submission of a charter proposal, the timelines established for accepting and reviewing charter proposals, the process that will be used to review charter proposals submitted to the board, and the name and contact information for a primary point of contact for charter proposals;

4. prior to approving a charter for a Type 1 or Type 3 school, to hold a public meeting for the purpose of considering the proposal and receiving public input. Such meeting shall be held after reasonable efforts have been made by the local school board to notify the public of the meeting and its content.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), R.S. 17:3981, and R.S. 17:3983.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 37:868 (March 2011), amended LR 39:3063 (November 2013).

§307. Local School Board Duties

A. Local school boards have the following duties relating to charter schools:

1. to report any charter entered into to; and to report the number of schools chartered, the status of those schools, and any recommendations relating to the charter school program to BESE no later than July 1 of each year;

2. provide each charter school with the criteria and procedures that will be used when considering whether to renew a school's charter;

3. to notify the chartering group in writing of any decisions made relative to the renewal or nonrenewal of a school's charter not later than January 31 of the year in which the charter would expire. A notification that a charter will not be renewed shall include written explanation of the reasons for such non-renewal;

4. to make available to chartering groups any vacant school facilities or any facility slated to be vacant for lease or purchase at up to fair market value. In the case of a type 1B or a type 2 charter school created as a result of a

conversion, the facility and all property within the existing school shall also be made available to the chartering group. In return for the use of the facility and its contents, the chartering group shall pay a proportionate share of the local school board's bonded indebtedness to be calculated in the same manner as set for in R.S. 17:1990(C)(2)(a)(i). If such facilities were constructed at no cost to the local school board, then such facilities, including all equipment, books, instructional materials, and furniture within such facilities, shall be provided to the charter school at no cost.

5. if requested by a charter school, provide transportation services to a charter school student pursuant to R.S. 17:158.

a. The charter school shall reimburse the local school board for the actual cost of providing such transportation unless an amount less than the actual cost is agreed upon by both parties.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), R.S. 17:3981, R.S. 17:3982, and R.S. 17:3983.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education in LR 34:1359 (July 2008), amended LR 37:868 (March 2011), LR 38:3117 (December 2012), LR 39:3064 (November 2013).

§309. Charter Authorizer Reporting Requirements

A. All charter authorizers including BESE, local school boards and local charter authorizers shall notify state legislators regarding initial charter school proposals and applications according to the following requirements.

1. At the time a chartering group submits its initial proposal or application to operate a charter school, the chartering authority shall notify each state senator and state representative in whose district the charter school is to be located that such proposal or application has been submitted.

2. Such notification shall be limited to the date the proposal or application was submitted, the charter authorizer to which the proposal or application was submitted, the type of charter school the chartering group seeks to operate, and the location of the proposed school.

3. The charter authorizer shall also notify each state senator and state representative in whose district the charter school is to be located whether the proposal or application to operate a charter school was approved or denied.

4. The notifications shall be sent by both postal mail and electronic mail to each legislator's district office.

5. This section shall not apply to renewals of the charter of an existing charter school.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), R.S. 17:3981, R.S. 17:3982, and R.S. 17:3983.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education in LR 40:2517 (December 2014).

Chapter 4. Local Charter Authorizers

§401. Local Charter Authorizers

Local Charter Authorizer—an entity certified by BESE to enter into agreements with chartering groups.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:3973.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 39:473 (March 2013).

§403. Certification of Local Charter Authorizers

A. The LDE will create and run an annual application process by which entities will apply to the LDE to seek BESE approval. This process shall:

1. be conducted in a timely manner;

2. include assessments of whether each proposal is valid, complete, financially well-structured, educationally sound, provides for a master plan of academic excellence, and provides a plan for developing the capacity to authorize not fewer than five schools;

3. provide for an independent evaluation of proposals by a third party with educational, organizational, legal, and financial expertise;

4. not result in more than five local charter authorizers certified to operate in any regional labor market area, as defined by the Louisiana Workforce Commission, at any given time.

B. To be certified by BESE, a local charter authorizer applicant must, at a minimum:

1. be a state agency, a nonprofit corporation, a Louisiana public postsecondary education institution, or a nonprofit corporation established by the governing authority of a parish or municipality;

2. have an educational mission;

3. not operate any charter schools;

4. have been incorporated for three or more years;

5. have in its possession not less than $500,000 in assets net of liabilities as reported to the Louisiana Department of Revenue; and

6. have no officer, administrator, director, or any person having managerial authority who has been convicted of or has pled nolo contendere to any crime defined as a felony or has been convicted under the laws of any other state or of the United States or of any foreign government or country of a crime which, if committed in this state, would be a felony.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:3981, R.S. 17:3981.1, R.S. 17:3982, and R.S. 17: 3996.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 39:473 (March 2013).

§405. Open Meetings Laws

A. Any nonprofit corporation certified by BESE as a local charter authorizer shall be subject to the Open

Meetings Law in accordance with R.S. 42:11 et seq., the Public Records Law in accordance with R.S. 44:1 et seq., and the Code of Governmental Ethics in accordance with R.S. 42:1101 et seq., when exercising its authority as a local charter authorizer.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:3982.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 39:474 (March 2013).

§407. Independent Financial Audit

A. A nonprofit corporation certified by BESE as a local charter authorizer shall submit to the LDE an annual independent financial audit performed by a certified public accountant who has been approved by the legislative auditor. The audit shall be performed in accordance with generally accepted governmental auditing standards and the Louisiana governmental audit guide. The completed audit shall be submitted annually to the LDE and to the legislative auditor and shall be subject to the provisions of R.S. 24:513 in so far as it pertains to quasi-public agencies. The LDE shall develop the process and guidelines by which such audits will be conducted.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:3981.2.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 39:474 (March 2013).

§409. Local Charter Authorizers; Initial Certification Period and Initial Review

A. Local charter authorizers shall initially be certified for a period of five years.

B. Following the third year of operation of the first charter school authorized by the local charter authorizer, the LDE shall conduct a review of the authorizer's activities and the performance of charter schools it has authorized. If the average performance of these schools is a "C," "D," or "F," or any variation thereof, the local charter authorizer shall be placed on probation and shall submit a plan for improving the performance of the schools under its authority to the LDE.

C. The provisions of Subsection B shall not apply if such review would occur in the fifth year of a local charter authorizer's initial certification period.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:3981.1 and R.S. 17:3981.2.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 39:474 (March 2013).

§411. Renewal of Certification for Local Charter Authorizers

A. In the fifth year of a local charter authorizer's initial certification period, the LDE shall conduct a review of performance of the charter schools authorized by the local charter authorizer, and recommend to BESE the renewal or non-renewal of the local charter authorizer's certification.

B. The term of any renewal of certification must be at least three years and no more than ten years. Every three years during the renewal certification term, the LDE shall conduct a review of the local charter authorizer's activities and the performance of the schools it has authorized.

C. If the average performance of the charter schools authorized by the local charter authorizer is a letter grade of "C" or any variation thereof after the initial certification period, the local charter authorizer may not authorize any additional schools until the average performance of the charter schools authorized by the local charter authorizer is a letter grade of "A" or "B" or any variation thereof.

D. If the average performance of the charter schools authorized by the local charter authorizer is a letter grade of "D" or "F" or any variation thereof after the initial certification period, BESE shall not recertify the local charter authorizer and shall provide for the transfer of the charter schools authorized by the local charter authorizer to the state board as type 2 or type 5 charter schools.

E. In determining whether to renew certification for a local charter authorizer, BESE shall consider all information it has obtained regarding the local charter authorizer and the schools it has authorized.

AUTHORITY NOTE: Promulgated in accordance with 17:3981, R.S. 17:3981.1, R.S. 17:3982, and R.S. 17: 3996.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 39:474 (March 2013).

§417. Oversight of Charter Schools Authorized by Local Charter Authorizers

A. The LDE shall monitor and evaluate the academic performance of charter schools authorized by local charter authorizers in accordance with BESE policy.

B. Each local charter authorizer shall monitor and evaluate, on an ongoing basis, the legal, contractual, financial, and academic performance of the schools it has authorized, and shall ensure the health and safety of all students in the schools it authorizes.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:3973, R.S. 17:3974, R.S. 17:3981, R.S. 17:3981.1, R.S. 17:3891.2, R.S. 17:3982, and R.S. 17: 3996.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 39:474 (March 2013).

§419. Authorizer Fee

A. A local charter authorizer may annually charge each charter school it authorizes a fee in an amount equal to 2 percent of the total per pupil amount that is received by a charter school for administrative overhead costs incurred by the local charter authorizer for considering the charter application and any amendment thereto, providing monitoring and oversight of the school, collecting and analyzing data of the school, and for reporting on school performance. Such fee amount shall be withheld from the per pupil amount in monthly increments and shall not be applicable to any federal money or grants received by the charter school. Administrative overhead costs shall not include any cost incurred by the chartering authority to provide purchased services to the charter school. A local charter authorizer may provide other services for a charter

school and charge the actual cost of providing such services, but no such arrangement shall be required as a condition for authorizing the charter school.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17: 3995.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 39:474 (March 2013).

§421. Annual Report

A. Each local charter authorizer shall report to BESE on the number of schools chartered, the status of those schools, and any recommendations by July 1 of each year.

B. Each charter school shall provide a comprehensive report to be reviewed by its local charter authorizer after the completion of the third year.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:10.1 and R.S. 17:3998.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 39:475 (March 2013).

§423. Closure of Local Charter Authorizers

A. In the event that a local charter authorizer ceases operations or loses its BESE certification, the LDE shall develop and oversee the process of transferring schools from that local charter authorizer to the state board as type 2 or type 5 charter schools.

B. If a local charter authorizer loses its certification from the state board or otherwise ceases to exist, all public assets which it has acquired as a local charter authorizer pursuant to this Chapter shall become the property of BESE; provided that the state board shall first afford the local school district within whose boundaries the assets are located the option to purchase or otherwise acquire such public assets. Each local charter school authorizer shall document all assets acquired with private funds.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:3981.2.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 39:475 (March 2013).

Chapter 5. Charter School Application and Approval Process

§501. Organization of Nonprofit Corporation

A. A nonprofit corporation may be formed for the purpose of submitting a charter school by:

1. a group of three or more teachers;

2. a group of 10 or more citizens;

3. a public service organization;

4. a business or corporate entity registered to do business in Louisiana pursuant to law, excluding any business or corporate entity subject to the provisions of R.S. 18:1505.2(L) as provided in R.S. 18:1505.2(L)(3);

5. a Louisiana college or university, licensed by the Board of Regents, pursuant to R.S. 17:1808;

6. the faculty and staff of any city or parish public school or any local school board; or

7. the Department of Education, subject to the approval of BESE.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), R.S. 17:3981(3), and R.S. 17:3983.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education in LR 34:1360 (July 2008).

§503. Eligibility to Apply for a Type 2 Charter School

A. To be eligible to submit a type 2 charter school application, a group must:

1. be organized as a nonprofit corporation under Chapter 2 of Title 12 of the *Louisiana Revised Statutes*, Nonprofit Corporation Law;

2. be recognized as or have applied for recognition as a nonprofit corporation under applicable federal law;

3. have a board of directors with a minimum of three members;

4. include three or more persons holding valid and current Louisiana teaching certificates in the development of the charter application;

5. except as provided in Subsection B or C of this Section, has submitted a proposal for a type 1 or type 3 charter school to the local school board in whose jurisdiction the charter school is proposed to be located which:

a. has been denied, as evidenced by a motion or resolution of the local school board; or

b. has conditions that have been placed on it that are unacceptable to the group proposing the charter; or

c. the local school board has made no final decision in accordance with the timelines established by BESE for consideration of type 1 and 3 charter applications by local school boards; and

d. have met the requirement set forth in §507, if proposing to convert from a pre-existing school to a charter school.

B. Applicants applying to operate a charter school which is to be located in a local school system in academic crisis, as defined in Bulletin 111, §4901, are not required to submit a type 1 charter application to such local school system and may submit a proposal for a type 2 charter school directly to BESE.

C. If the local school system in which a charter group intends to apply to operate a type 1 or type 3 charter school has received a letter grade designation of "D" or "F" or any variation thereof, then a proposal for a type 2 charter school may be made to the state board.

D. The eligibility criteria set forth in this section shall be the minimum criteria necessary to be approved for a type 2 charter.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), R.S. 17:3973, R.S. 17:3981, R.S. 17:3982, R.S. 17:3983, and R.S. 17:3991.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education in LR 34:1360 (July 2008), amended LR 37:868 (March 2011), LR 38:3117 (December 2012), LR 39:1431 (June 2013), LR 39:3064 (November 2013).

§505. Eligibility to Apply for a Type 4 Charter School

A. To be eligible to submit a type 4 charter school proposal, a group must:

1. be a local school board;

2. include three or more persons holding valid and current Louisiana teaching certificates in the development of the charter application; and

3. have met the requirement set forth in §507, if proposing to convert from a pre-existing school to a charter school.

B. The eligibility criteria set forth in this Section shall be the minimum criteria necessary to be approved for a type 4 charter.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), R.S. 17:3973, R.S. 17:3981, and R.S. 17:3983.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education in LR 34:1360 (July 2008), amended LR 39:1431 (June 2013), LR 40:1322 (July 2014).

§507. Existing Public Schools Converting to Charter Schools

A. Prior to applying for a type 2 charter school, which proposes to be a school converted from a preexisting public school to a charter school, BESE shall require an applicant to receive approval from the professional faculty and staff of the pre-existing school and the parents or guardians of children enrolled in the school.

B. Prior to applying for a type 3, or type 4 charter school, which proposes to be a school converted from a preexisting public school to a charter school, the chartering authority may require an applicant to receive approval from the professional faculty and staff of the pre-existing school and the parents or guardians of children enrolled in the school.

C. Approval of the professional faculty and staff requires a favorable vote of the majority of the faculty and staff who are certified by BESE and who were employed at the pre-existing school. The number needed for approval shall be determined by the number of professional faculty and staff assigned to the pre-existing school on October 1 preceding the election.

1. An election must be held for the purpose of voting to convert a preexisting public school to a charter school.

2. Employees eligible to vote in an election are members of the faculty and staff who are employed at the pre-existing school and who are certified by BESE.

3. Each eligible employee may cast only one vote.

4. The election must be held by secret ballot.

5. Type 2 conversion votes by professional faculty and staff will follow the process established by the department.

D. Approval by the parents or guardians requires a favorable vote of the majority of the voting parents or guardians of pupils enrolled in the school.

1. An election must be held for the purpose of voting to convert a pre-existing public school to a charter school.

2. The number of votes cast by the parents or guardians in an election must equal at least 50 percent of the number of students enrolled in the school at the time of the election.

3. Only one vote may be cast by one parent or guardian for each student enrolled in the school at the time of the election.

4. Type 2 conversion votes by parents or guardians will follow the process established by the department.

E. An election of the professional faculty and staff or of the parents and guardians may be repeated in any school for approval of the same or a different charter proposal; however, such an election may not occur more than once in any school year.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), R.S. 17:3973, and R.S. 17:3983.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education in LR 34:1361 (July 2008), amended LR 37:869 (March 2011), LR 39:1431 (June 2013), LR 39:3064 (November 2013).

§509. Eligibility to Apply for a Type 5 Charter School

A. To be eligible to submit a Type 5 charter school proposal, a group must:

1. be organized as a nonprofit corporation under Chapter 2 of Title 12 of the *Louisiana Revised Statutes*, Nonprofit Corporation Law;

2. be recognized as or have applied for recognition as a nonprofit corporation under applicable federal law;

3. have a board of directors with a minimum of three members;

4. include three or more persons holding valid and current Louisiana teaching certificates in the development of the charter application; and

5. include a person, whether a natural person or artificial entity, who or which has at least five years of significant experience operating or working for or with a person who operates a public, private, or charter school; a public or private postsecondary institution; or a for-profit business or a nonprofit entity which provides academic instruction to students.

B. The eligibility criteria set forth in this Section shall be the minimum criteria necessary to be approved for a type 5 charter.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), R.S. 17:3973, R.S. 17:3983, and R.S. 17:3991.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education in LR 34:1361 (July 2008), amended LR 37:2383 (August 2011), LR 39:1431 (June 2013).

§511. Charter School Application Process

A. Application Cycle

1. All type 2, type 4, and type 5 charter applications will be received, reviewed, and approved pursuant to a charter application cycle.

2. All proposed charter application cycles must be approved by BESE.

3. Type 2, type 4, and type 5 charter applications must be submitted in accordance with a charter application cycle approved by BESE to be considered by BESE.

4. There shall be at least one charter application cycle per year for the submission of type 2, type 4, and type 5 charter school applications.

5. BESE may approve additional cycles for the submission of type 2, type 4, and type 5 charter school applications.

B. Competitive Process

1. The charter application process shall be a competitive process whereby any entity meeting eligibility requirements may be approved.

2. The charter application shall be in the form of a request for applications.

3. The release of a request for applications must include:

a. public notice;

b. notice to national, regional, and state organizations that support charter schools; and

c. notice to all known interested parties.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), R.S. 17:3981, R.S. 17:3981, and R.S. 17:3983.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education in LR 34:1361 (July 2008), amended LR 39:1431 (June 2013), LR 39:3064 (November 2013).

§512. Application Process for Locally Authorized Charter Schools

A. Application Cycle

1. Effective January 1, 2014, local school boards shall accept charter applications from applicants according to the local district timeline established by the department and approved by BESE. Local school boards may request supplementary materials once the initial application has been submitted. Final decisions regarding the approval of charter applications must be made by local school boards according to the local district charter application timeline. Notifications of charter proposal denied shall include written explanation of the reasons for such denial.

2. Prior to the consideration of a charter school proposal by any local school board, each charter applicant shall be afforded the opportunity to provide a written response to the independent evaluation of the application. Such response shall be available to the independent reviewers for consideration prior to issuing a final recommendation to the chartering authority.

3. If a proposal is not approved by the local school board and then also not approved by BESE within the same approval cycle, then the proposal shall be submitted to the local school board for its consideration during the next approval cycle prior to being submitted to the state board.

B. Common Charter Application

1. Each local school board shall use a common charter application developed by the department and approved by BESE, but may request additional information from applicants as needed.

2. BESE shall annually approve the common application to be used by local school boards. If there are no changes to be made to the common application from a previous year, BESE will not be required to vote to approve the common charter application.

C. Appeals to State Process

1. If a charter applicant believes that a local school board has not complied with the requirements in §306 of this policy, the charter applicant may submit its proposal to the state board for its review and approval as a type 2 charter as part of the annual request for applications.

a. Upon local receipt of the application from the local charter applicant, the department shall investigate and make a determination as to whether the local school board failed to comply with §306 of this policy.

b. If the department determines that the local school board failed to comply with §306, it shall notify the local school board of that determination within 30 days, and BESE may proceed with its own review of the charter application.

2. If the local system in which a charter group intends to apply to operate a school has received a letter grade designation of "D" or "F" or any variation thereof, then a proposal for a type 2 charter school may be made to the state board.

D. Partnerships with the Department

1. A local school board may enter into an agreement with the Louisiana Department of Education by which the department will conduct the local school board's charter applications and evaluation process. Local school boards that have entered into such agreements shall be exempt from Subsection A of this Section, and shall instead follow timelines established by the department.

2. The department shall create the process and timeline by which such agreements can be created and implemented.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), R.S. 17:3981, R.S. 17:3981, and R.S. 17:3983.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education in LR 37:869 (March 2011), amended LR 38:750 (March 2012), repromulgated LR 38:1392 (June 2012), amended LR 38:3118 (December 2012), LR 39:81 (January 2013), LR 40:761 (April 2014).

§513. Stages of Application Cycle for BESE-Authorized Charter Schools

A. Each charter application process shall be approved by BESE on an annual basis.

B. Application Evaluation by Team of Evaluators

1. Teams of local, state, and national evaluators with expertise in charter schools and charter school authorizing, curriculum and instruction, governance and management, and finance shall be assembled for the review of charter applications.

2. Each charter application will be reviewed by the evaluation team and scored with a uniform evaluation rubric.

C. Evaluator Recommendations. Evaluators shall make recommendations to the Department of Education for approval or denial of each charter school application.

D. Prior to the consideration of a charter school proposal by BESE, each charter applicant shall be afforded the opportunity to provide a written response to the independent evaluation of the application. Such response shall be available to the independent reviewers for consideration prior to issuing a final recommendation to BESE.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10) and R.S. 17:3981.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education in LR 34:1361 (July 2008), amended LR 37:869 (March 2011), LR 38:750 (March 2012), repromulgated LR 38:1392 (June 2012), amended LR 38:3118 (December 2012), LR 39:1431 (June 2013).

§515. Charter School Application Components

A. The BESE charter school application shall be prepared as a request for applications. Each request for applications shall consist of sections that provide applicants with information on charter schools in Louisiana, an explanation of the application process and timelines, charter school application questions, and any other information which is necessary for an applicant to be able to respond to the charter application questions.

B. A framework of all BESE requests for applications, which shall include an assurance that all required sections are or will be included in the final request for applications, must be submitted to the state board by the department prior to the release of the request. In cases of a type 5 charter operator voluntarily relinquishing its charter, the state superintendent of education may issue an emergency request for applications and BESE shall be notified of such action within two business days. The Department of Education may accept charter applications in a single submission or may structure a process to accept applications in a set of sequential, cumulative submissions.

C. The charter school application questions contained in the BESE request for applications shall consist of questions in the following areas: executive summary, education program, governance, leadership and management, financial plan, and facilities.

D. The charter school application questions for all types of charter schools shall address the following:

1. an executive summary;

2. the role, scope, and mission of the proposed public charter school, including identification of the targeted student population and the community the school hopes to serve;

3. admission requirements, if any, that are consistent with the school's role, scope, and mission may be established in accordance with that permitted in charter school law and this bulletin;

4. a description of the jurisdiction within which a pupil shall reside or otherwise be eligible to attend a public school in order to be eligible for admission;

5. beginning with the 2011-2012 school year, for each elementary and middle charter school, other than a Type 2 charter school, a description of the geographic boundaries circumscribing the neighborhood immediately surrounding the charter school from which students residing within may be given preference for enrollment in accordance with R.S. 17:3991;

6. the grades to be served each year for the full term of the charter contract;

7. minimum, planned, and maximum enrollment per grade per year for the term of the charter contract;

8. evidence of community support for the proposed public charter school;

9. a description of how the proposed charter school fulfills one or more of the purposes specified in the charter school law and this bulletin;

10. background information on the proposed founding governing board members and, if identified, the proposed school leadership and management team;

11. the school's proposed calendar and sample daily schedule;

12. the school's proposed curriculum, a description of how it aligns with state standards, and how it will meet the needs of the targeted student population;

13. a description of the school's instructional design, including the type of learning environment (such as classroom-based or independent study), class size and structure, curriculum overview, and teaching methods, and how that program will meet the needs of the at-risk students to be served;

14. the school's plans for identifying and successfully serving students with disabilities, students who are English language learners, students who are academically behind,

and gifted students in order to comply with applicable laws and regulations;

15. the school's plan for using internal and external assessments to measure and report student progress and a description of how such assessments align with state standards;

16. a description of co-curricular or extracurricular programs and how they will be funded and delivered;

17. plans and timelines for the school's recruitment, enrollment, and admission process;

18. school rules and regulations applicable to students, including disciplinary policies and procedures for all students, including those with exceptionalities, that incorporate research-based discipline practices such as positive behavior interventions and supports restorative justice principles in accordance with R.S. 17:252;

19. an organizational chart that clearly presents the school's organizational structure, including lines of authority and reporting between the governing board, staff, any related bodies (such as advisory bodies or parent and teacher councils), and any external organizations that will play a role in managing the school;

20. a plan for complying with applicable public body laws;

21. a clear description of the roles and responsibilities for the governing board, the school's leadership and management team, and any other entities shown in the organization chart;

22. a staffing chart for the school's first year, and a staffing plan for the term of the charter;

23. plans for recruiting and developing school leadership and staff;

24. personnel policies and employment practices applicable to the school's officers and employees;

25. the manner in which teachers, leaders, and other school employees will be evaluated;

26. proposed governing bylaws;

27. explanations of any partnerships or contractual relationships central to the school's operations or mission;

28. the school's plans for providing transportation, food service, and all other significant operational or ancillary services;

29. policies, programs, and practices to ensure parental involvement and procedures to respond to parental complaints;

30. a detailed school start-up plan, identifying tasks, timelines and responsible individuals;

31. description of the school's financial plan and policies sufficient to permit a government audit, including financial controls and audit requirements;

32. management and accounting practices to be employed;

33. a description of the insurance coverage the school will obtain;

34. start-up and five-year budgets with clearly stated assumptions;

35. start-up and first-year cash-flow projections with clearly stated assumptions;

36. evidence of anticipated fundraising contributions, if claimed in the application; and

37. the specific academic and other educational results to be achieved, the timelines for such achievement, and how results will be measured and assessed;

38. an agreement to provide a report at the end of each semester to parents of pupils enrolled in the school, the community, the local school board, and the state board indicating progress toward meeting the performance objectives as stated in the charter;

39. information concerning the school location and the adequacy of its facilities and equipment. Such information shall include a statement of the procedures to be followed and disposition of facilities and equipment should the charter be terminated or not renewed;

40. management and accounting practices to be employed;

41. provisions regarding liability issues;

42. assurance that the curriculum of the proposed charter school shall be focused on the intellectual domain with intellectual development defined as acquisition of discrete technical and academic skills;

43. assurance that the proposed charter school will regularly assess the academic progress of its students, including the participation of such students in the state testing programs, and the sharing of such information with parents;

44. assurance that students shall have a mastery of grade-appropriate skills before they can be recommended for promotion or promoted;

45. provisions regarding the safety and security of the school;

46. provisions regarding electronic communications by an employee of the charter school to a student enrolled at the charter school;

47. provisions regarding the inspection and operation of all fire prevention and safety equipment at the school; and

48. a plan for collecting data in accordance with R.S. 17:3911;

49. a description of any proposed corporate partnerships as specified in Chapter 39 of this bulletin.

E. In the case of a proposed public charter school that intends to contract with a management organization for

substantial educational services, management services, or both types of services, the request for proposals shall additionally require the applicants to:

1. provide evidence of the management organization's success in serving student populations similar to the targeted population, including demonstrated academic achievement as well as successful management of non-academic school functions if applicable;

2. provide a term sheet setting forth the proposed duration of the service contract; roles and responsibilities of the governing board, the school staff, and the service provider; scope of services and resources to be provided by the service provider; performance evaluation measures and timelines; compensation structure, including clear identification of all fees to be paid to the management organization; methods of contract oversight and enforcement; investment disclosure; and conditions for renewal and termination of the contract; and

3. disclose and explain any existing or potential conflicts of interest between the school governing board and proposed management organization or any affiliated business entities.

F. In the case of a public charter school proposal from an applicant that is itself or is using a management organization that currently operates one or more schools in any state or nation, the request for proposals shall additionally require the applicant to provide evidence of past performance and current capacity for growth.

G. Type 1 and Type 2 charter school applications shall describe how the charter school will serve the percentage of at-risk students defined in the charter school law and in Section 2713 of this bulletin.

H. In the case of a proposed virtual charter school, the request for applications shall additionally require the applicants to provide:

1. a testing plan that meets the requirements set forth in Section 317 of Bulletin 118;

2. a plan for delivering instruction in the event of technical and other course delivery problems which prevent normal course delivery;

3. a summary of data protection and recovery procedures in the event of catastrophic system failure;

4. a staff/teacher acceptable use policy for technology that complies with R.S. 17:3996(21);

5. a school electronic communication policy that complies with the federal Child Internet Protection Act and R.S. 17:100.7, including information on school Internet safety and filtering practices and policies;

6. a plan for providing professional development appropriate to the delivery method used and the acceptable use and electronic communication policies;

7. a plan for providing adequate, timely, and appropriate technical support to students, teachers, facilitators, and instructional coaches;

8. a plan for providing orientations to enrolled students, their parents, and their instructional coaches on the course delivery model prior to the beginning of the class;

9. a plan outlining the nature, frequency, and location of all required and optional in-person meetings and interactions between parents and school faculty, including but not limited to parent/teacher conferences, open houses, and school community meetings;

10. a plan for verifying student participation and performance, including specific intervention procedures the school will take when students are not participating as required; and

11. a plan for complying with Title 28, Chapter 11, §1119, Health Screening as part of enrollment and the ongoing functioning of the school.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), R.S. 17:3981, and R.S. 17:3991.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education in LR 34:1362 (July 2008), amended LR 37:869 (March 2011), LR 37:2383 (August 2011), LR 38:38 (January 2012), LR 38:750 (March 2012), repromulgated LR 38:1392 (June 2012), amended LR 38:1583 (July 2012), LR 38:3118 (December 2012), LR 39:1432 (June 2013).

§517. Consideration of Charter Applications and Awarding of Charters by BESE

A. BESE shall consider each type 2 and type 4 charter school application and vote to approve or deny the application.

B. BESE shall consider each type 5 charter school application that is recommended by the state superintendent of education, based on a recommendation by the Department of Education, and may vote to approve or deny the recommended application.

C. BESE shall carefully review each type 2, type 4, and type 5 charter school application it receives and may approve a charter application only after it has made a specific determination that the proposed school will be operated in compliance with all applicable state and federal laws, rules, and regulations; that the accounting and financial practices to be used are sound and in accordance with generally accepted standards for similar entities; and that the educational program to be offered will comply with all requirements of the charter school law and be based on generally accepted education research findings applicable to the pupils to be served, including but not limited to school discipline practices and policies that incorporate positive behavior interventions and supports, restorative justice, and other research-based discipline practices and classroom management strategies and otherwise conform to the other model master discipline plan required in accordance with R.S. 17:252.

D. Approval of type 2, type 4, and type 5 charter schools shall require an affirmative vote of at least six board members.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), R.S. 17:3981, and R.S. 17:3983.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education in LR 34:1363 (July 2008), amended LR 37:870 (March 2011), LR 38:750 (March 2012), repromulgated LR 38:1392 (June 2012), amended LR 39:1432 (June 2013), LR 39:3064 (November 2013).

§518. BESE Pre-Opening Procedures Following Approval

A. Following charter application approval by BESE, approved nonprofit corporations must complete pre-opening requirements developed by the department prior to executing a charter contract and prior to opening a school.

B. The department must certify completion of the pre-opening requirements prior to the opening of the school.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10) and R.S. 17:3981.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education in LR 37:870 (March 2011), amended LR 37:2385 (August 2011), LR 39:1432 (June 2013).

§519. Local School Board Consideration of Charter Application, Awarding of Charters

A. Local school boards shall carefully review each type 1 and type 3 charter school application they receive and may approve a charter application only after it has made a specific determination whether each proposed charter complies with the law and rules, whether the proposal is valid, complete, financially well-structured, and educationally sound, whether it provides for a master plan for improving behavior and discipline in accordance with R.S. 17:252, whether it provides a plan for collecting data in accordance with R.S. 17:3911.

B. Local school boards may approve requests to establish a type 3B charter school pursuant to the process outlined in Bulletin 129, §505.

1. A type 3B charter school is a former Type 5 charter school transferred from the Recovery School District to the administration and management of the transferring local school system pursuant to R.S. 17:10.5, R.S. 17:10.7 and Bulletin 129, §505.

2. A type 3B charter school shall retain its type 5 academic accountability history, including, but not limited to prior school performance scores. The performance of a type 3B charter school shall be included in the local school district's district performance score.

3. Throughout initial and all subsequent renewal charter terms, the type 3B charter contract shall:

a. comply with any transfer conditions previously specified by BESE at the time BESE made the determination to allow the transfer;

b. permit the charter school to remain in its facility or designate an alternative facility for use by the charter school;

c. prohibit the charter school from establishing admissions requirements; and

d. require any school that participated as a type 5 charter school in unified processes common to other public schools located in the same parish or school district boundaries that are critical to providing equity and access to students and families to continue to participate in such processes. At a minimum, the contract shall require the charter school to:

i. continue to participate in any unified enrollment system and expulsion process established by the RSD for the parish or region where the charter school is located. The charter school shall follow all policies and procedures applicable to type 5 charter schools participating in the enrollment system and expulsion process; and

ii. continue to provide transportation services for students who reside more than one mile away from the school.

4. In determining the length of the initial term for the type 3B charter school upon transfer, the local school board shall either:

a. set the length of the initial charter term to match the number of years remaining on the charter school's former type 5 charter contract; or

b. set the length of the initial charter term to be three or more years, not to exceed the number of years the charter school would be granted under the "maximum charter renewal terms" contained in Section 1503 of this Bulletin.

5. If granted a renewal, in determining the length of the term for the first renewal of the type 3B charter contract, the local school board shall set the length of the renewal term to be three or more years, not to exceed the number of years the charter school would be granted under the "Maximum Charter Renewal Terms" contained in Section 1503 of this Bulletin. Differing academic performance standards for the first renewal of the charter contract must be approved by BESE. Subsequent renewal term lengths shall be determined by the local school board.

6. At the time of transfer, the type 3B charter school shall have the option to remain its own local educational agency or have the local school system serve as the charter school's local education agency. The charter school may subsequently change its LEA status, subject to approval by the local school board and LDE.

a. A type 3B charter school acting as its own local education agency shall comply with the same financial, programmatic, and reporting requirements applicable to other charter school LEAs.

b. The state superintendent may rescind the local education agency status of a type 3B charter school should

the charter school fail to meet these requirements, pursuant to a process outlined in the annual financial risk assessment administered by the department. Upon rescission, the local school board shall serve as the LEA for the type 3B charter school as long as the local school board continues to authorize the charter school.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10) and R.S. 17:3981.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education LR 37:2385 (August 2011), amended LR 39:3065 (November 2013), amended LR 39:3249 (December 2013).

§521. Authorization of Schools by Local Charter Authorizers

A. Local charter authorizers shall conduct an annual charter school applications and approval process, using the same timelines established in Bulletin 126 by BESE for local school district charter school applications and approvals.

B. Each local charter authorizer shall use a common charter application developed by the LDE and approved by the state board, but may request additional information from applicants as needed.

C. Local charter authorizers must comply with all laws and regulations regarding the application and approval process when authorizing charter schools.

D. The charter school application and approval process conducted by a local charter authorizer must be in compliance with the latest principles and standards for quality charter school authorizing, as promulgated by the National Association of Charter School Authorizers.

E. Local charter authorizers shall provide for an independent evaluation of charter proposals by a third party with educational, organizational, legal, and financial expertise.

F. The local charter authorizer shall make public through its website, and in printed form upon request, the following:

1. the guidelines for submitting a charter proposal in accordance with Subsections A-E of this Section;

2. all forms required for submission of a charter proposal;

3. the timelines established for accepting and reviewing charter proposals;

4. the process that will be used to review charter proposals submitted to the board;

5. the name and contact information for a primary point of contact for charter proposals.

G. In reviewing a charter proposal for approval, the local charter authorizer shall determine whether the proposal:

1. is valid;

2. is complete;

3. is financially well-structured;

4. is educationally sound;

5. provides for a master plan for improving behavior and discipline in accordance with R.S. 17:252;

6. provides a plan for collecting data in accordance with R.S. 17:3911; and

7. offers potential for fulfilling the purposes of this bulletin.

H. Prior to approving a charter for a type 1B school, the local charter authorizer considering the proposal shall hold a public meeting for the purpose of receiving public input. Such meeting shall be held in the geographic area to be served by the school after reasonable efforts have been made to notify the public of the meeting and its content.

I. Local charter authorizers shall provide written notification to all applicants whose charter proposals have been denied.

J. If a charter applicant believes that a local charter authorizer has not complied with Subsections A-F of this Section in its evaluation of an application, the charter applicant may submit its proposal to the LDE for its review and approval as a type 2 charter. If the LDE determines that the local charter authorizer failed to comply with Subsections A-F of this Section, it shall notify the local charter authorizer of that determination and the LDE may proceed with its own review of the charter application.

K. Each approved charter may be approved subject to whatever other resolutory or suspensive conditions the chartering authority requires provided those entering into the charter agree with the conditions. If the local board or local charter authorizer seeks to amend the charter agreement in a manner that is unacceptable to the charter school or if the charter school finds requested terms for charter renewal to be unacceptable, the charter school may petition BESE to convert to a type 2 charter school, pursuant to processes established by the LDE. Upon receipt of such request, BESE shall notify the local board or local charter authorizer of the request and shall permit the local board or local charter authorizer to provide a response prior to any action on such request.

L. BESE may rescind a charter approval or agreement between a local charter authorizer and a chartering group if the chartering group has been found by the state board to have a repeating pattern of abuse, neglect, and mistreatment of students.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:3973, R.S. 17:3974, R.S. 17:3981, R.S. 17:3981.1, R.S. 17:3981.2, R.S. 17:3982, and R.S. 17: 3996.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 39:475 (March 2013).

§523. Charter School Replication

A. A charter operator may open and operate up to two additional charter schools under the same chartering authority without making a formal application to its chartering authority if the charter schools currently operated

by the charter operator meet the performance criteria outlined below:

1. all charter schools currently operated by the charter operator must meet the following performance criteria:

a. an averaged letter grade of A or B based upon the most recent school performance scores for all charter schools currently in operation under the charter operator;

b. demonstrated growth in student academic achievement as measured by an averaged increased school performance score over the three proceeding school years based upon the school performance scores for all charter schools currently in operation under the charter operator;

c. has received meets expectations designations in the most recent evaluations in organizational performance according to the charter school performance compact for the majority of the charter operator's schools;

d. has received meets expectations designation in the most recent evaluation in financial performance according to the charter school performance compact for the majority of the charter operator's schools; and

2. in addition, at least one of the charter operator's currently operating schools must meet the following performance criteria:

a. currently has a letter grade of A or B;

b. has demonstrated growth in student academic achievement as measured by an increased school performance score over the three proceeding school years;

c. has received a meets expectations designation in the most recent evaluation in organizational performance according to the charter school performance compact; and

d. has received a meets expectations designation in the most recent evaluation in financial performance according to the charter school performance compact;

3. should the charter operator meet the criteria outlined in Paragraphs 1 and 2, above, the charter operator may open and operate up to two additional charter schools for each currently operating charter school meeting the specific criteria outlined in Paragraph 2, above, under the same chartering authority, without making a formal application to the chartering authority;

4. the new charter schools must serve the same grade levels and enrollment boundaries as the operator's charter school that meets the eligibility criteria outlined above in Paragraph 2;

5. The type of charter schools the charter operator may open shall be determined as follows:

Charter School Meeting Eligibility Requirements	Permitted New Types of Charter Schools
Type 1	• Type 1; • May be a Type 3 subject to the permission of the school board
Type 1B	• Type 1B
Type 2	• New Type 2; • May be a Type 2 conversion charter school upon receiving approval from the professional faculty, staff, and parents or guardians of the pre-existing school, as required in §507; • May be a Type 5 subject to siting by the RSD to transform a current RSD direct-run or Type 5 charter school
Type 3	• Type 1; • May be a Type 3 subject to the permission of the school board
Type 3B	• Type 3B, subject to the charter operator's ability to provide a facility or enter into an agreement with the local school board for use of a school board facility
Type 4	• Type 4
Type 5	• Type 2; • May be a Type 2 conversion charter school upon receiving approval from the professional faculty, staff, and parents or guardians of the pre-existing school, as required in §507; • May be a Type 5 subject to siting by the RSD to transform a current RSD direct-run or Type 5 charter school

6. the chartering group shall notify its chartering authority of its intent to open one or two additional charter schools pursuant to this section at least 120 calendar days prior to the day on which each additional school shall enroll students;

7. at least 90 calendar days prior to the day on which each additional school shall enroll students, the chartering authority shall enter into a charter agreement with the chartering group for each additional school and shall notify BESE of its action;

8. the charter operator must complete all processes and required by law and BESE policy to open a school, including, but not limited to the procurement of all required permits, inspections and approvals necessary to safeguard student safety and welfare.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), R.S. 17:3981, and R.S. 17:3992(A).

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education LR 39:1432 (June 2013), amended LR 39:3250 (December 2013).

Chapter 7. Charter School Performance Contract

§701. Charter School Contract with BESE

A. The charter school contract shall represent the legal agreement between BESE and the charter operator, which defines the rights and responsibilities of the parties.

B.1. The charter school contract shall define the performance standards to which the charter school will be held accountable and the general terms and conditions under which the charter school will operate. The charter school contract template shall include, but not be limited to:

a. provisions regarding the establishment of the charter school;

b. the operation of the charter school;

c. charter school financial matters;

d. charter school personnel;

e. charter term, renewal and revocation; and

f. other provisions determined necessary by BESE.

2. The charter school contract shall also include exhibits that provide detailed information about the terms and conditions under which the school will operate.

C. Each contract entered into by BESE for the operation of a charter school shall contain provisions set forth in a standard contract template; however, BESE shall not be precluded from allowing for provisions that may be specific to an individual charter operator.

D. Any contracts entered into between a charter operator and a management organization shall:

1. set forth material terms including but not limited to: performance evaluation measures; methods of contract oversight and enforcement by the charter school board; compensation structure and all fees to be paid to the management organization; and conditions for contract renewal and termination;

2. contain provisions relative to the submission of documents, including but not limited to student records and financial information, upon request and in a timely manner. The contract shall specify that any documents not provided by a management organization to the charter operator must be reported by the charter operator to the department. If such documents are financial documents, the department shall notify BESE and the Office of the Louisiana Legislative Auditor. Failure to comply with requests for documents may render the management organization ineligible to contract with any BESE-authorized charter school as a management organization for up to five years.

E. Contracts between charter operators and management organizations may be reviewed by the department to ensure compliance with the provisions of Subsection D of this Section. Any contracts entered into between charter operators for the provision of services shall require an assurance statement signed by the presidents of the charter operators' board of directors to be submitted to the department. The assurance statement shall indicate that both parties have complied with the provisions of Subsection D of this Section.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10) and R.S. 17:3981.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education in LR 34:1363 (July 2008), amended LR 37:2385 (August 2011), LR 38:751 (March 2012), repromulgated LR 38:1393 (June 2012), LR 38:3118 (December 2012), LR 39:3065 (November 2013).

§703. Performance Measures

A. The charter school contract shall provide for specific student performance, financial, and legal and contractual standards which must be met by the charter operator during the term of the charter contract.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10) and R.S. 17:3981.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education in LR 34:1363 (July 2008).

§705. Contract Execution

A. A duly authorized officer of the board of directors of the charter operator shall sign the charter contract on behalf of the charter operator.

B. The president of BESE shall sign the charter contract on behalf of BESE.

C. The charter contract shall not be fully executed until the charter operator completes all pre-opening requirements identified for completion prior to contract execution.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10) and R.S. 17:3981.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education in LR 34:1363 (July 2008).

§707. Contracts Between Local Charter Authorizers and Charter Operators

A. Every charter contract between a local charter authorizers and the charter operator of a school authorized by the local charter authorizer shall include the following:

1. all clauses and exhibits required in charter school contracts by Title 17, Chapter 42 of the *Louisiana Revised Statutes* and by BESE Bulletin 126;

2. requirements that the charter operator abide by all applicable federal and state law, and BESE policy;

3. a clause allowing all rights, responsibilities, and interests of the local charter authorizer in the contract to be assigned to BESE, in the event that the local charter authorizer ceases to operate or loses its BESE certification;

4. provisions that no person who has been convicted of or has pled nolo contendere to a crime listed in R.S. 15:587.1(C) shall be hired by a charter school as a teacher, substitute teacher, bus driver, substitute bus driver, or janitor, or as a temporary, part time, or permanent school employee of any kind;

5. a clause acknowledging that BESE may rescind the charter contract if the chartering group has been found by the state board to have a repeating pattern of abuse, neglect, and mistreatment of students;

6. a clause acknowledging that if the charter is revoked or the school otherwise ceases to operate, all assets purchased with any public funds become the property of the local charter authorizer;

7. a clause requiring the charter operator and charter school to annually submit its budget to the local charter authorizer.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:3973, R.S. 17:3974, R.S. 17:3981, R.S. 17:3981.1, R.S. 17:3982, and R.S. 17: 3996.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 39:476 (March 2013).

Chapter 9. Opening of Charter School

§901. Timeline for Charter School Opening

A. A charter school shall begin operation by not later than 24 months after the final approval of the charter, unless such charter school is engaged in desegregation compliance issues and, therefore, must begin operation by not later than 36 months. However, upon request, the chartering authority may extend the time period within which any charter school must begin operation.

B. If a charter school fails to begin operation within the time periods set forth in §901.A, the charter for that school shall be automatically revoked although a new charter may be proposed in a subsequent application cycle.

C. A charter school other than a Type 5 shall not begin operation sooner than eight months after approval of the charter school has been granted, unless the chartering authority agrees to a lesser time period.

D. A charter school other than a type 5 shall not begin operation sooner than eight months after approval of the charter school has been granted, unless the chartering authority agrees to a lesser time period.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), R.S. 17:3981, and R.S. 17:3983.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education in LR 34:1363 (July 2008), amended LR 37:870 (March 2011), LR 37:2385 (August 2011), LR 38:751 (March 2012), repromulgated LR 38:1393 (June 2012), amended LR 39:1433 (June 2013).

Chapter 11. Ongoing Review of Charter Schools

§1101. Charter School Evaluation

A. BESE authorizes the operation of charter schools to provide schools with increased educational and operational autonomy in exchange for accountability for performance.

B. The performance of type 2, type 4, and type 5 charter schools will be reviewed and/or evaluated annually in the following categories:

1. student performance;

2. financial performance; and

3. organizational performance.

C. BESE shall approve a charter school performance compact that will articulate the specific criteria the Department of Education will use to annually evaluate the student, financial, and organizational performance of BESE-authorized charter schools. As necessary, the Department of Education may revise the charter school performance compact, subject to BESE approval of all material changes. All criteria used in the charter school performance compact shall correspond to one of the categories listed above.

D. In measuring the organizational and financial performance of schools as part of the charter school performance compact, charter schools will be given one of the following ratings:

1. meets expectations;

2. approaches expectations;

3. fails to meet expectations.

E. The charter school performance compact may include other supporting evidence to be included in evaluating school performance.

F. BESE shall receive a report on the review of type 2, type 4, and type 5 charter schools not later than January of each year. This annual report will include charter contract extension determinations.

1. During its renewal term, each charter school will be subject to regular site visits and contract review on a schedule established by the Department of Education.

2. A charter school under long-term renewal (five or more years), whose academic performance declines for three consecutive years, will be subject to a formal evaluation and contract review by LDOE. Based on the results of its evaluation, the department may recommend one of the following actions:

a. the charter school be placed under a memorandum of understanding (MOU) that outlines specific recommendations for improving performance; or

b. revocation.

G. Student Performance

1. Student performance is the primary measure of school quality. BESE shall use the state's assessment and accountability programs as objective and verifiable measures of student achievement and school performance. Student performance is the primary indicator of school quality; therefore, BESE will heavily factor all annual evaluations and contract extensions and renewal decisions on a school's achievement of the student performance standards.

2. Charter schools are required to administer all state assessments and are subject to the Louisiana School and District Accountability System as required by Bulletin 111.

3. Pre-Assessment Index

a. In the fall of each charter school's second year of operation, the Department of Education shall provide each charter school with a pre-assessment index, as available.

b. The pre-assessment index will consist of the test results of the students enrolled in the charter school from the immediately preceding spring state testing prior to the creation of the new charter school, where available.

4. The charter school performance compact shall articulate the specific criteria the Department of Education will use to evaluate academic performance.

H. Financial Performance

1. Charter schools are required to engage in financial practices, financial reporting, and financial audits as set forth in charter school law, this bulletin, and the charter. The requirements imposed by law, regulation, and contract ensure the proper use of public funds and the successful fiscal operation of the charter school.

2. Charter schools will be evaluated annually on the timely submission of budgets, audits, annual financial reports, and all other financial reporting and compliance with applicable financial budgeting; accounting; and auditing laws, regulations, and procedures.

3. Financial performance shall be assessed annually using the financial risk assessment framework approved and adopted by BESE. The financial risk assessment shall:

a. monitor the following external conditions encountered by charter operators that, if not addressed, could render the school financially vulnerable; and

i. student enrollment factors:

(a). declines in public school enrollment;

ii. trends in fiscal conditions:

(a). total current expenditures per pupil is 90 percent or less of state average:

(i). short-term reaction of school systems is to reduce expenditures. This serves as indicator of ability of school system to cut expenditures if required;

(b). relationship between accountability scores and per pupil expenditure: another measure of ability of school system to cut expenditures and expected outcome on accountability scores;

iii. future obligations:

(a). school systems with 15 percent above the state average of school employees projected to retire within the next five years:

(i). indicates that over 45 percent of school system personnel has 15 or more years of service;

iv. status of business certification of business official:

(a). is current business official in process of being certified under R.S. 17:84.2;

b. identify the following internal factors that could lead to weaknesses or challenges in the financial operations of an operator.

i. Level 1—Fiscal Management/Behavior. School systems meeting the criteria in this category have problems because they have not implemented financial management practices that are designed to ensure good internal controls in their systems; therefore, if not addressed the risk is higher that these smaller problems could lead to more severe problems in the future:

(a). submittal of general fund budget form A by September 30 as required by law (submittal of annual operating budget by July 31 for charter schools);

(b). submittal of final AFR by October 31;

(c). audit opinion—internal control on government auditing standards;

(d). single audits—consecutive audit findings;

(e). known material fraud in any program.

ii. Level 2—Identified Problems Having Fiscal Impact. Items in this category may indicate the mismanagement of a program to the degree that funds must be repaid (referred to as a questioned cost). The school system is required to repay these funds to the federal government, unless a CAROI agreement is established by the LDE. This agreement allows for funds to remain in the school system to correct the systematic problem and enhance the program. These types of problems can be corrected but must be directly addressed and closely monitored to ensure this does not continue:

(a). questioned costs from A–133–single audit report;

(b). questioned costs from program monitoring review;

(c). questioned costs from fiscal monitoring review.

iii. Level 3—Auditing Outcomes. Items in this category may indicate that the independent auditor has found a critical problem in these areas of a school system's financial operations. The severity of the problem will be indicated by the type of the opinion issued. Problems such as these can be corrected but must be directly addressed by the school system and then closely monitored:

(a). audit opinion—general purpose financial statements;

(b). audit opinion—schedule of expenditures of federal programs;

(c). audit opinion—compliance with laws and regulations on federal programs.

iv. Level 4—Problems with Balanced Budgets and Fund Balances. Items in this category may indicate there could be, or there already exists, cash flow problems in a school system. These types of problems must be addressed immediately or the school system could be at risk of insolvency:

(a). general fund deficit spending. General fund deficit spending may be acceptable in certain instances. In such instances correspondence from the district is necessary to justify the deficit spending;

(b). general fund balance as a percentage of general fund revenues.

v. Level 5—Major Events

(a). Going Concern Opinion. Items in this category indicate that problems already exist in a school system that put the entity at risk of being able to continue operations.

(b). New School System or Major Event. A school system categorized in this manner requires LDE to closely monitor the development and implementation of appropriate systems, policies, and procedures to ensure successful provision of educational services to students as a result of being newly formed or having experienced a special event.

4. The financial risk assessment shall be a factor in determining the financial performance of a charter school.

5. The financial risk assessment shall result in one of the following actions:

a. no action. The school's fiscal health is determined to be satisfactory and does not require continued departmental monitoring; or

b. monitoring. The department will monitor specific aspects of the financial risk assessment, in order to assure continued progress in areas that have been problematic in the past; or

c. dialogue. The department will conduct a detailed review of the school's finances and financial practices; follow-up may include, but not be limited to, discussions between department staff and school leadership regarding issues of major concern, a formal site visit, or recommended action by BESE in order to address deficiencies.

6. Charter schools in their first year of operation shall be provided a financial practices self-assessment in order to determine the extent to which the school is positioned for strong financial performance.

7. The charter school performance compact shall articulate any other specific criteria the Department of Education will use to evaluate financial performance.

I. Organizational Performance

1. BESE shall evaluate a charter school's performance based on the Department of Education's oversight and monitoring of the charter school's compliance with its statutory, regulatory, and contractual obligations and all reporting requirements.

2. BESE's organizational performance evaluation of each charter school shall be based on, but not limited to, the following indicators. All other requirements in the charter contract that are otherwise captured in the Department of Education's charter school oversight, monitoring, and reporting structure shall be subject to evaluation. In assessing organizational indicators, BESE may consider information from various sources

Indicator	Standard
Special Education and ELL Program	Pursuant to applicable law and regulation and contract provisions
Student Enrollment	Pursuant to applicable law and regulation, and contract provisions
Student Discipline	Pursuant to applicable law and regulation, and contract provisions
Health and Safety	Pursuant to applicable law and regulation, and contract provisions
Governance	Pursuant to applicable law and regulation, and contract provisions
Facilities	Pursuant to applicable law and regulation, and contract provisions

3. BESE will consider a standard not met if a violation indicates a deliberate act of wrongdoing, reckless conduct, or causes a loss of confidence in the abilities or integrity of the school or seriously jeopardizes the rights of students, safety of students, or the continued operation of the school.

4. The charter school performance compact shall articulate the specific criteria the Department of Education will use to evaluate organizational performance.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), R.S. 17:3981, and R.S. 17:3991.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education in LR 34:1363 (July 2008), amended LR 37:871 (March 2011), repromulgated LR 37:1124 (April 2011), amended LR 37:2385 (August 2011), LR 38:751 (March 2012), repromulgated LR 38:1393 (June 2012), amended LR 38:3118 (December 2012), LR 39:1433 (June 2013), LR 39:3065 (November 2013), amended LR 40:1322 (July 2014).

§1103. Alternate Evaluation of Charter Schools

A. The provisions of §1101 shall not apply to any charter operator whose charter contract provides for an alternate evaluation system.

B. BESE may provide for an alternate evaluation system for a charter school serving a unique population or populations, as reflected in its approved charter, or for a charter school serving students in grades that do not participate in state mandated assessments and are thus not included in the Louisiana School and District Accountability System.

C. BESE-Authorized Alternative Charter School Frameworks

1. BESE may approve alternative charter school extension and renewal frameworks that set forth specific criteria the LDE will use to annually evaluate the student performance of certain BESE-authorized alternative charter schools. Criteria used in the frameworks shall correspond to student performance criteria. The charter school performance compact shall be used to annually evaluate the financial and organizational performance of schools evaluated.

a. A charter school eligible for evaluation with an alternative charter school extension and renewal framework shall:

i. serve a non-traditional student population and mission as reflected in its approved charter;

ii. elect to be evaluated by the alternate framework;

iii. receive approval by BESE as an alternative charter school and meet the requirements of Bulletin 111, §3501.C.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), R.S. 17:3981, and R.S. 17:3991.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education in LR 34:1366 (July 2008), amended LR 40:1322 (July 2014).

§1105. Intervention Process for Charter Schools

A. The charter school performance compact may include an intervention process that articulates the steps the Department of Education may take should a school fall out of compliance with requirements outlined in the charter school performance compact, law, or BESE policy. The stages of the intervention process shall include:

1. good standing. All charter schools will begin at this level;

2. notice of concern. If the Department of Education receives a verified complaint or if regular oversight generates significant concerns or questions, a school will receive a notice of concern. The notice of concern will contain specific actions and due dates required to remedy the concern. Upon remedying the concern the school will return to good standing. Repeated notices of concern may lead to increased oversight by the Department of Education;

3. notice of breach. If a school fails to meet a critical indicator identified in the charter school performance compact, or fails to correct a notice of concern, the school will be issued a notice of breach that will contain specific actions and due dates required to remedy the breach. The Department of Education will monitor the implementation of the steps required to cure the breach. Once a school has fulfilled the notice of breach requirements, the school will return to good standing. Repeated notices of breach may lead to increased oversight by the Department of Education;

4. revocation review. Failure to meet the requirements specified in the notice of breach will result in a revocation review. The review may include additional visits to the school or an in-depth audit to assess financial and/or organizational health. Schools may progress to revocation review if they receive repeated notices of breach in the same school year. Findings from the revocation review will determine whether the Department of Education shall commence revocation proceedings or whether the school will be granted a revised notice of breach.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), R.S. 17:3981, and R.S. 17:3991.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education in LR 39:1435 (June 2013).

Chapter 13. Charter Term

§1301. Initial Charter

A. An approved charter shall be valid for an initial term of four years.

B. A charter operator shall have a right to operate a charter school during its initial four year term unless the charter is revoked or surrendered.

C. A charter operator's right to operate a charter school shall cease upon the expiration of the initial four year term, unless the charter operator is granted an extension to operate for a fifth year.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), R.S. 17:3981, and R.S. 17:3992.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education in LR 34:1366 (July 2008), amended LR 38:3118 (December 2012).

§1303. Extension Review

A. Each charter school shall be reviewed by its chartering authority after the completion of the third year of operation. If the charter school is achieving its stated goals and objectives pursuant to its approved charter, then the chartering authority shall extend the duration of the charter for a maximum initial term of five years. If the charter school is not achieving its stated goals and objectives pursuant to its approved charter, then the chartering authority shall not extend the duration of the charter, and the charter shall expire at the end of the school's fourth year.

B. Each type 2, type 4, and type 5 charter school's extension review shall be used to determine if the school will receive a one-year extension, as follows.

1. Contract Extension

a. Each charter school shall be reviewed based on academic, financial, and legal and contractual performance data collected by the Department of Education. If such performance data reveal that the charter school is achieving the following goals and objectives, the board shall extend the duration of the charter for a maximum initial term of five years.

i. For the December 2014 and December 2015 extension processes, a charter school shall:

(a). meet or approach expectations on the most recent evaluation in financial performance according to the charter school performance compact and a financial risk assessment rating that has not been deemed to require "dialogue" as set forth in §1101.E; and

(b). have no violation of legal or contractual standards as defined in §1101.I.3; and

(c). meet one of the following student performance standards that aligns with the structure of the school.

(i). Turnaround schools, schools qualified to receive a letter grade of "T" per Bulletin 111, §1105, school has earned a letter grade of "D" or higher based on performance data from the school's third year of operation; or school has made an average of 5 or more points of growth per year of the charter contract (from the pre-assessment index to the last year of data).

(ii). Non-turnaround schools, school has earned a letter grade of "D" or higher based on performance data from the school's third year of operation;

(iii). Alternative charter schools, schools approved by the department to use an alternative charter school extension and renewal framework, school has met the standards for extension from an alternative charter school extension and renewal framework.

2. Schools that Fail to Meet Extension Standards

a. If a charter school fails to meet any of the standards set forth in Paragraph B.1 of this Section, BESE may, at the superintendent's recommendation, take one of the following actions based on information provided by the Department of Education:

i. grant the school a one year probationary extension with conditions or other required actions;

ii. allow the charter to expire at the end of the school's fourth year of operation.

3. Probationary Extension

a. A charter school granted a probationary extension shall:

i. comply with the conditions set forth in the extension determination; and

ii. submit progress reports as required by the department outlining the progress it has made towards improving its performance.

b. If, upon consideration for initial renewal, a charter school placed on probationary extension has not resolved all of the issues related to its probation status, the state superintendent may recommend that the board deny the charter school's request for renewal.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10).

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education in LR 34:1367 (July 2008), amended LR 37:2387 (August 2011), LR 38:751 (March 2012), repromulgated LR 38:1393 (June 2012), amended LR 38:3118 (December 2012), LR 39:1435 (June 2013), LR 39:3065 (November 2013), LR 40:1322 (July 2014).

Chapter 15. Charter Renewal

§1501. Renewal of Charter

A. At the conclusion of a charter school's fifth year of operation and the expiration of its initial charter contract, a charter operator no longer has a continuing right to operate a charter school.

B. A charter school may apply for a renewal of its charter in compliance with processes and timelines established by its authorizer.

C. No charter shall be renewed unless the charter operator seeking renewal can demonstrate, at a minimum, using standardized test scores, improvement in the academic performance of students over the term of the charter school's existence.

D. A charter may be renewed for additional periods of not less than three nor more than ten years after thorough review by the approving chartering authority of the charter school's operations and compliance with charter requirements.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), R.S. 17:3981 and R.S. 17:3992.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education in LR 34:1367 (July 2008), amended LR 37:871 (March 2011), LR 37:2388 (August 2011), LR 38:751 (March 2012), repromulgated LR 38:1393 (June 2012), amended LR 38:3118 (December 2012).

§1502. BESE Processes for Charter Renewal

A. For BESE-authorized charters, the state superintendent shall make a recommendation to BESE as to whether a charter renewal application should be approved.

B. A BESE-authorized charter school may be renewed at the discretion of BESE if all requirements set forth in law and policy for the renewal of a charter have been met.

C. The process for renewing a school charter shall be based on a thorough review of the charter school's operations, student academic performance, and compliance with charter requirements.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), R.S. 17:3981 and R.S. 17:3992.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education in LR 34:1367 (July 2008), amended LR 37:871 (March 2011), LR 38:3119 (December 2012).

§1503. Charter Renewal Process and Timeline

A. The renewal of charter schools based on a compelling record of success is a critical component of charter school accountability. In the final year of its charter, a BESE-authorized charter school seeking renewal must demonstrate its success during the previous charter term and establish goals and objectives for the next charter term. Ultimately, the renewal process offers an opportunity for the school community to reflect on its experiences during its first term, to make a compelling, evidence-based case that it has earned the privilege of an additional charter term, and, if renewed, to build an ambitious plan for the future.

B. Student Performance

1. Each charter school is required to make demonstrable improvements in student performance over the term of its charter contract.

a. BESE will rely on data from the state's assessment and accountability program as objective and verifiable measures of student achievement and school performance. Student performance is the primary indicator of school quality; therefore, BESE will heavily factor each charter school's student performance data in all renewal decisions.

2. Consistent with the philosophy of rewarding strong performance and providing incentives for schools to strive

for continual improvement, the renewal terms for BESE-authorized charter schools will be linked to each school's letter grade (based on the school's performance on the state assessment in the year prior to the renewal application) in accordance with the table that follows.

Maximum Charter Renewal Terms	
Letter Grades	Maximum Renewal Term
F	3 years
D	3 Years
C	6 Years
B	7 Years
A	10 years

3. A charter school in its initial term where fewer than 50 percent of its enrolled grades are testable under state accountability will be eligible for a renewal term of three years.

4. For the December 2014 renewal process, a BESE-authorized charter school receiving a letter grade of "F," in the prior academic year will not be eligible for renewal, unless one of these conditions are met:

a. a charter school that by contract serves a unique student population where an alternate evaluation tool, including a BESE-approved alternative charter school extension and renewal framework, has been established between the charter operator and the board may be renewed for a term not to exceed five years;

b. a turnaround charter school that qualified to receive a letter grade of "T" per Bulletin 111, §1105 that has made an average of 5 or more points of growth per year of the charter contract (from the pre-assessment index to the last year of data).

5. For initial renewals during the December 2015 renewal process, a BESE-authorized charter school receiving a letter grade of "F" in the prior academic year will not be eligible for renewal, unless one of these conditions are met:

a. a charter school that by contract serves a unique student population where an alternate evaluation tool, including a BESE-approved alternative charter school extension and renewal framework, has been established between the charter operator and the board may be renewed for a term not to exceed five years;

b. a turnaround charter school that qualified to receive a letter grade of "T" per Bulletin 111, §1105 that has made an average of 5 or more points of growth per year of the charter contract (from the pre-assessment index to the last year of data).

6. For subsequent renewals during the December 2015 renewal process, a BESE-authorized charter school receiving a letter grade of "D" or "F" in the prior academic year will not be eligible for renewal, unless one of these conditions are met:

a. a charter school that by contract serves a unique student population where an alternate evaluation tool, including a BESE-approved alternative charter school extension and renewal framework, has been established between the charter operator and the board may be renewed for a term not to exceed five years;

b. a turnaround charter school that qualified to receive a letter grade of "T" per Bulletin 111, §1105 that has made an average of 5 or more points of assessment index growth per year of the charter contract.

7. If, in the state superintendent's judgment, the non-renewal of a charter school that does not meet the criteria for renewal in its initial or subsequent charter term would likely require many students to attend lower performing schools, and the state superintendent recommends its renewal, the charter may be renewed for a term not to exceed three years. Prior to recommending such renewal, the state superintendent must demonstrate that efforts to find a new, high-quality operator for the school were unsuccessful.

C. Financial Performance

1. Each charter operator is required to engage in financial practices, financial reporting, and financial audits to ensure the proper use of public funds and the successful fiscal operation of the charter school. The charter school shall be evaluated using the financial risk assessment and the financial indicators included in the charter school performance compact.

2. A charter contract will not be renewed if the charter has failed to demonstrate over the term of its charter, the fundamental ability to operate a fiscally sound charter school, as evidenced by repeated failure to adhere to the financial standards articulated by the financial risk assessment and/or the charter school performance compact.

3. BESE Standards for Financial Performance. BESE may reduce the renewal term by a year for any charter school that has been found to require monitoring or "dialogue" as part of their most recent fiscal risk assessment. No term shall be less than three years.

D. Organizational Performance

1. BESE will include a charter school's compliance with its statutory, regulatory, and contractual obligations and all reporting requirements in its renewal decision. BESE's evaluation shall be based on, but not limited to, the following organizational indicators as articulated in the charter school performance compact.

Indicator	Standard
Special Education and ELL Program	Pursuant to applicable law and regulation and contract provisions
Student Enrollment	Pursuant to applicable law and regulation and contract provisions
Student Discipline	Pursuant to applicable law and regulation and contract provisions
Health and Safety	Pursuant to applicable law and regulation and contract provisions
Governance	Pursuant to applicable law and regulation and contract provisions
Facilities	Pursuant to applicable law and regulation and contract provisions

2. BESE will consider a standard not met if a violation indicates a deliberate act of wrongdoing, reckless conduct,

or causes a loss of confidence in the abilities or integrity of the school or seriously jeopardizes the rights of students, safety of students, or the continued operation of the school.

3. BESE will not renew a charter if it has failed to demonstrate over the term of its contract, the fundamental ability to adhere to the statutory, regulatory, contractual obligations, reporting requirements, and organizational performance standards articulated above and/or in the charter school performance compact.

E. Initial Renewal for BESE-Authorized Charter Schools

1. The department will establish a process by which each charter school shall be required to indicate whether it will be seeking initial renewal.

2. Not later than January of the charter school's fifth year, the state superintendent of education will make a recommendation to BESE about the disposition of any school seeking renewal. The basis for the recommendation will be the charter school's student, financial, and legal and contractual performance during years one through four of the charter contract.

3. Based on the school's academic, financial, and contractual performance, the state superintendent of education may recommend one of three actions:

a. renewal for the maximum term identified in the maximum charter renewal terms table;

b. renewal for a shorter term (based on deficiencies in financial and/or legal/contract performance, although not to be less than three years); or

c. non-renewal.

4. The state superintendent of education may recommend a corrective action plan as a condition for renewal for any charter school that qualifies for renewal, but fails to fully meet any performance standards. The board may make the execution of the renewal charter contract contingent upon the completion of all or some of the actions required by the corrective action plan. The board may also direct the department to include all or some of the actions required by the corrective action plan to be incorporated into the charter contract so that failure to complete corrective actions may serve as grounds for revocation.

5. A recommendation for non-renewal may also include a recommendation that a new charter provider operate the school.

F. Subsequent Renewal for BESE-Authorized Charter Schools

1. The department will establish a process by which each charter school shall be required to indicate whether it will be seeking a subsequent renewal.

2. Not later than January of the charter school's final contract year, the state superintendent of education will make a recommendation to BESE about the disposition of any school seeking renewal. The basis for the recommendation will be the charter school's student, financial, legal and contractual performance during its current charter contract.

3. Based on the school's academic, financial, and legal and contractual performance over the current charter contract term, the superintendent may recommend one of the following actions:

a. renewal for the maximum term identified in the maximum charter renewal terms table in Subsection B, above not to exceed a maximum term of 10 years;

b. renewal for a shorter term (based on deficiencies in financial and/or organizational performance); or

c. non-renewal.

4. A recommendation for non-renewal may also include a recommendation that a new charter provider operate the school.

G. Automatic Renewal of Charter Schools

1. A charter school which has met or exceeded for the three preceding school years the benchmarks established for it in accordance with the school and district accountability system, has demonstrated growth in student academic achievement for the three proceeding schools years, and has had no significant audit findings during the term of the charter agreement shall be deemed a high-performing school, and such school's charter shall be automatically renewed.

2. A charter school that meets the following conditions shall be automatically renewed and shall be exempted from the renewal process requirements listed in this Section, as appropriate:

a. has received a letter grade of A or B;

b. has demonstrated growth in student academic achievement as measured by an increasing school performance score over the three preceding school years;

c. has received a "meets expectations" designation in its most recent evaluation in organizational performance according to the charter school performance compact; and

d. has received a "meets expectations" designation in its most recent evaluation in financial performance according to the charter school performance compact.

3. The automatic renewal term shall be in line with the terms specified in Paragraph B.2 of this Section.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), R.S. 17:3981, and R.S. 17:3992.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 36:479 (March 2010), amended LR 37:871 (March 2011), LR 37:2388 (August 2011), LR 38:752 (March 2012), repromulgated LR 38:1394 (June 2012), amended LR 38:3119 (December 2012), LR 39:1436 (June 2013), LR 39:3066 (November 2013), LR 40:1323 (July 2014).

Chapter 16. School Closure

§1601. School Closure Protocol

A. In the event a BESE-authorized charter school closes permanently for any reason, the school shall adhere to the school closure protocol developed by the Department of Education.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10) and RS 17:3981.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 39:3067 (November 2013).

Chapter 17. Revocation

§1701. Reasons for Revocation

A. An authorizer may revoke a school's charter any time prior to the expiration of a charter operator's five-year term following initial approval or prior to the expiration of its subsequent renewal, if such is granted pursuant to Chapter 15 of this bulletin, upon a determination that the charter school or its officers or employees did any of the following:

1. committed a material violation of any of the conditions, standards, or procedures provided for in the approved charter;

2. failed to meet or pursue within the agreed timelines any of the academic and other educational results specified in the approved charter;

3. failed to meet generally accepted accounting standards of fiscal management;

4. violated any provision of law or BESE policy applicable to a charter school, its officers, or employees.

B. BESE may also revoke a schools charter if:

1. the health, safety, and welfare of students is threatened;

2. any other reasons for revocation listed as such in a charter school's charter contract.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), R.S. 17:3981 and R.S. 17:3992.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education in LR 34:1368 (July 2008), amended LR 37:872 (March 2011), LR 38:3120 (December 2012).

§1703. Revocation Proceedings

A. Recommendation to Revoke Charter for BESE-Authorized Charter Schools

1. A recommendation to revoke a charter shall be made to BESE by the state superintendent of education based on information provided by the Department of Education, at least one BESE meeting prior to the BESE meeting at which the recommendation may be considered, except as otherwise provided herein when the health, safety, and welfare of students is at issue.

2. Prior to the BESE meeting at which the state superintendent of education will make a recommendation that BESE commence a revocation proceeding, the Department of Education will inform the charter operator that it is requesting such and the reasons therefor and may meet with the charter operator, upon request, to discuss the revocation recommendation.

3. Following the state superintendent of education's recommendation to revoke a charter, BESE shall determine if it will commence a revocation proceeding.

4. BESE may, on its own, commence a charter revocation proceeding.

B. Revocation Hearing for BESE-Authorized Charter Schools

1. The charter operator shall have an opportunity for a hearing prior to the revocation of its charter.

2. All charter school revocation hearings shall be heard by the Legal Due Process Committee of BESE or the Board Administration Relations Committee, as determined by the board. The committee conducting the hearing shall make a recommendation to BESE, which shall vote on the committee's recommendation.

3. Following the Department of Education's recommendation to revoke a charter, BESE shall determine if it will commence a revocation proceeding.

C. Hearing Officer for BESE-Authorized Charter Schools

1. BESE shall appoint a hearing officer to preside over the revocation hearing and carry out certain adjudicative functions including, but not limited to, the following:

a. set procedures and deadlines for the exchange of information, the filing of motions and requests for orders, and other discovery, as necessary;

b. rule on all pre-hearing motions and requests for declaratory orders;

c. direct parties to appear and confer for the simplification of issues, the setting of pre-hearing deadlines, or to otherwise address pre-hearing conferences, if deemed necessary by the hearing officer, to effectuate an orderly hearing;

d. issue subpoenas under the authority of BESE;

e. administer oaths and affirmations;

f. regulate the course of the hearing and the conduct of the parties and their counsel;

g. rule on offers of proof and receive relevant evidence;

h. rule on all objections to evidence presented, with the ability to exclude incompetent, irrelevant, immaterial, and unduly repetitious evidence;

i. consider and rule upon procedural requests or similar matters;

j. direct witnesses to testify, limit the number of times any witness may testify, limit repetition or cumulative

testimony and set reasonable limits on the amount of time each witness may testify;

k. assist the chair of the committee hearing the revocation and/or president of BESE in preparing findings of fact and conclusions of law consistent with the determinations made by the committee of BESE and/or BESE.

2. It shall not be the function of the hearing officer to make a determination or decision with respect to the revocation of a charter.

D. Revocation Hearing Notice for BESE-Authorized Charter Schools

1. A charter operator shall be provided reasonable notice of the revocation hearing at least 15 calendar days prior to the scheduled revocation hearing.

a. Except as otherwise provided herein, the notice of the revocation hearing shall be provided to the charter operator and shall include:

i. a statement of the time, place, and nature of the hearing;

ii. a statement of the legal authority and jurisdiction under which the hearing is to be held;

iii. a reference to particular sections of statutes, rules, and/or the charter school contract involved; and

iv. a short and plain statement of the matters asserted.

2. If BESE is unable to provide the exact date and time of the hearing when the initial notice is provided to the charter operator, it may provide a range of dates when the hearing will be held and provide a supplemental notice of hearing with the exact date and time. Such supplemental notice with the exact date and time shall be provided to the charter operator no later than seven calendar days prior to the hearing date.

3. If BESE is unable to state the matters in detail at the time the notice is served, the initial notice may be limited to a statement of the issues involved. Thereafter, a more definite and detailed statement shall be furnished to the charter operator.

4. The hearing office shall send notice or conduct a scheduling conference to establish all pre-hearing deadlines.

5. All notices with respect to a revocation hearing shall be made by personal delivery; by registered or certified mail; or by U.S. regular mail, postage prepaid; and by facsimile, if available. Notice shall be determined to be provided on the day on which personal delivery or mailing occurs or the day on which facsimile is transmitted.

E. Issuance of Subpoenas for BESE-Authorized Charter Schools

1. The president of BESE or the hearing officer shall have power to sign and issue subpoenas in the name of BESE requiring attendance and giving of testimony by witnesses and the production of books, papers, and other documentary evidence.

2. No subpoena shall be issued until the party who wishes to subpoena the witness first deposits with BESE a sum of money sufficient to pay all fees and expenses to which a witness in a civil case is entitled pursuant to Title 13 of the Louisiana Revised Statutes.

3. A subpoena issued pursuant to this Section shall be served by any agent of BESE or the Department of Education; by the sheriff; by any other officer authorized by law to serve process in this state; by certified mail, return receipt requested; or by any person who is not a party and who is at least 18 years of age.

4. Witnesses subpoenaed to testify before BESE only to an opinion founded on special study or experience in any branch of science, or to make scientific or professional examinations and to state the results thereof, shall receive such additional compensation from the party who wishes to subpoena such witness.

F. Presentation and Evaluation of Evidence at Revocation Hearing for BESE-Authorized Charter Schools

1. At the charter revocation hearing, an opportunity shall be afforded all parties to respond and present evidence on all issues of fact involved and argument on all issues of law and policy involved and to conduct such cross-examination as may be required for a full and true disclosure of the facts.

2. BESE shall give probative effect to evidence which possesses probative value commonly accepted by reasonably prudent men in the conduct of their affairs and shall give effect to the rules of privilege recognized by law.

a. All evidence, including records and documents in the possession of the Department of Education or BESE of which the Department of Education desires to avail itself, shall be offered and made a part of the record, and all such documentary evidence may be received in the form of copies or excerpts, or by incorporation by reference. In case of incorporation by reference, the materials so incorporated shall be available for examination by the parties before being received in evidence.

b. Notice may be taken of judicially cognizable facts. In addition, notice may be taken of generally recognized technical or scientific facts within the Department of Education or BESE's specialized knowledge. Parties shall be notified either before or during the hearing, or by reference in preliminary reports or otherwise, of the material noticed, including any staff memoranda or data, and they shall be afforded an opportunity to contest the material so noticed. The Department of Education's experience, technical competence, and specialized knowledge may be utilized in the evaluation of the evidence.

G. Revocation Decision

1. A charter may be revoked upon an affirmative vote of six members of BESE or by an affirmative vote of at least a majority of the local board membership.

2. A decision to revoke by an affirmative vote of six members of BESE members shall be considered a final decision and shall be in writing or stated in the record.

3. The revocation decision shall include findings of fact and conclusions of law.

4. The charter operator shall be notified in writing of the revocation decision.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10) and R.S. 17:3981.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 34:1368 (July 2008), amended LR 37:872 (March 2011), LR 38:752 (March 2012), repromulgated LR 38:1394 (June 2012), amended LR 39:3067 (November 2013).

Chapter 18. Voluntary Relinquishment of a BESE-Authorized Charter

§1801. Voluntary Relinquishment of a BESE-Authorized Charter

A. If the operator or board of a BESE authorized charter school determines that it can no longer operate the charter school, it shall relinquish the charter to BESE at least 90 days prior to the beginning of the next school year.

B. Failure to relinquish a charter at least 90 days prior to the beginning of the next school year may result in BESE declining to accept a charter application submitted by that operator to BESE for up to five years. If at any time during this period, members of such charter operator's board form a majority of board membership for a different charter operator, BESE may decline to accept a charter application submitted by such charter operator.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:3981 and R.S. 17:3992.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education in LR 37:873 (March 2011), amended LR 37:2389 (August 2011).

Chapter 19. Amendments to BESE-Authorized Charters

§1901. Charter Amendments

A. Any modification to the provisions of a school's charter shall constitute an amendment to the charter. An amendment may be material or non-material, as defined in this bulletin.

B. All charter amendment requests or notices, as applicable, must be submitted by the charter operator.

C. No charter amendment shall be the basis of extending the duration of the school's original charter.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), R.S. 17:3981, and R.S. 17:3992.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education in LR 34:1369 (July 2008).

§1903. Material Amendments for BESE-Authorized Charter Schools

A. A material amendment to a charter is an amendment that makes substantive changes to a charter school's governance, operational, or academic structure. Material amendments include:

1. changes in legal status or management, including the structure of the governing board, a corporate partnership, or assignment of or changes in management organization;

2. changes in grade levels served;

3. changes in student enrollment which result in enrollment in excess of 120 percent of the total number of students set forth in the school's charter, applicable;

a. the superintendent of the recovery school district is authorized to amend the charter of any type 5 charter school participating in a unified enrollment system administered by the recovery school district for the purpose of adjusting student enrollment limitations;

4. changes in admission procedures or criteria, if applicable;

5. changes in any option expressed in the charter contract exhibit with respect to collective bargaining; and

6. any changes to the charter contract not specifically identified as non-material amendments.

B. A material amendment to a charter must be approved by an affirmative vote of at least a majority of the membership of BESE.

C. The charter operator shall submit a request for a material amendment to its charter in compliance with all timelines and pursuant to all guidance, forms, and/or applications developed and set forth by the Department of Education.

D. The LDE shall make recommendations to BESE on each material amendment request it receives from a charter operator.

E. BESE shall delegate authority to the department to approve a material amendment regarding Paragraphs A.2 and A.3 of this Section for any charter school meeting the following conditions, as determined by the department:

1. no violations of legal or contractual standards, as defined in §1101.F.3; and

2. is not in "dialogue" with the department, as defined in §1101.E.5.c; and

3. one of the following student performance standards:

a. the school's most recent performance label was a "C" or higher; or

b. not allowing the expansion into new grades or acceptance of greater numbers of students would result in students attending a lower performing school; or

c. the school has made ten points of SPS growth over the previous two years.

F. When time is of the essence and circumstances require immediate consideration of a material amendment request, a committee composed of the state superintendent, BESE president, and School Innovation and Turnaround Committee shall have interim authority to consider material amendment requests. All approvals or denials of material amendment requests pursuant to this Subsection shall be ratified by BESE at the following BESE meeting.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), R.S. 17:3981, and R.S. 17:3992.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education in LR 34:1369 (July 2008), amended LR 37:873 (March 2011), LR 37:2389 (August 2011), LR 38:752 (March 2012), repromulgated LR 38:1394 (June 2012), amended LR 38:3120 (December 2012), LR 39:3067 (November 2013), LR 40:1324 (July 2014).

§1905. Non-Material Amendments for BESE-Authorized Charter Schools

A. A non-material amendment to a charter is an amendment that makes non-substantive changes to a school's charter. Non-material amendments may include:

1. changes to the mailing address, telephone, and/or facsimile number of the charter school;

2. changes to the designated contact person for the charter operator or changes to the contact person located at the charter school site; and

3. changes in any option expressed in the charter contract exhibits with respect to Teachers' Retirement System of Louisiana.

B. A non-material amendment will be effective following approval by the board of directors of the charter school.

C. The charter operator shall provide the Department of Education with written notification of a non-material amendment to its charter within five days of board approval in compliance with all requirements set forth by the Department of Education.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), R.S. 17:3981, and R.S. 17:3992.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education in LR 34:1370 (July 2008), amended LR 37:873 (March 2011), LR 39:3068 (November 2013), amended LR 40:1324 (July 2014).

Chapter 21. Charter School Governance

§2101. Board of Director Composition

A. The members of the board of directors shall receive no compensation other than reimbursement of actual expenses incurred while fulfilling duties as a member of such a board.

B. A charter school shall be prohibited from employing, in any manner, any member of the governing or management board of such school.

C. Not more than 20 percent of the members of any governing or management board of a charter school shall be members of the same immediate family. Members of the same immediate family shall include a board member and any other board members to whom he is related as defined in R.S. 42:1102(13) and any other board members to whom any of them are so related.

D. Board of Director Composition for BESE-Authorized Charter Schools

1. The board of directors of each charter operator shall consist of no fewer than seven members. Each charter operator shall be in full compliance with the provisions of this Subsection no later than January 1, 2009.

2. The board of directors of each charter operator should consist of members with a diverse set of professional skills and practical work experience in the areas of education, public/non-profit and/or for-profit administration or operations, community development, finance, and law.

3. The board of directors of each charter operator should be representative of the community in which the charter school is located and no fewer than 60 percent of its members shall reside in the community in which the charter school is located. Community, for the purposes of this Paragraph, shall consist of the parish in which the school is located and immediate neighboring parishes and, for Type 2 charter schools, any parish that is included in the charter school's attendance zone. No fewer than 60 percent of the members of the board of directors of any charter operator that operates multiple schools in different communities shall reside in the communities in which the charter schools are located, with equal representation from each community to the greatest extent possible.

4. The board of directors of each charter operator shall consist of no more than one person from the same immediate family, as defined by the Louisiana *Code of Governmental Ethics*.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10) and R.S. 17:3981.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education in LR 34:1370 (July 2008), amended LR 37:873 (March 2011), LR 37:1377 (May 2011).

§2103. Board Member Responsibilities

A. The board of directors of each charter operator shall be responsible for implementing the public charter school program proposed in its charter application, complying with and carrying out the provisions of the charter school contract and complying with all applicable federal and state laws and policies governing the charter school.

B. The board of directors of each charter operator shall operate in accordance with its duly adopted bylaws, which shall include a conflicts of interest policy that is consistent

with applicable law including, but not limited to, the Louisiana Code of Governmental Ethics.

C. The board of directors of each charter operator shall comply with all requirements set forth by the Louisiana Nonprofit Corporations Law and Louisiana Secretary of State and shall remain in good standing during the term of its charter.

D. The board of directors of each charter operator shall comply with all laws applicable to public bodies including, but not limited to, the Louisiana Open Meetings Law, the Louisiana Public Records Law, and the Code of Governmental Ethics.

E. The board of directors of each charter operator is responsible for the sound fiscal management of the charter school.

F. The board of directors of each charter operator shall exercise final authority in matters affecting the charter school including, but not limited to, staffing, financial accountability, and curriculum.

G. Each member of the governing authority or management board of a charter school shall annually file a financial statement in accordance with R.S. 42:1124.3

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10) and R.S. 17:3981.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education in LR 34:1370 (July 2008), amended LR 37:874 (March 2011).

§2107. Prohibitions

A. No member of BESE shall be a member of the board of directors of any Type 2, Type 4, or Type 5 charter school.

B. No member of any city, parish, or other local public school board shall be a member of the board of directors of any Type 5 charter school within the jurisdictional area of such city, parish, or other local public school board.

C. No member of the board of directors of any Type 5 charter school shall be an elected official as defined by the Louisiana Code of Governmental Ethics. No individual formerly classified as an elected official may serve on the board of directors of any Type 5 charter school for a period of one year following his or her termination from elected service.

D. The board of directors of each charter operator shall receive no compensation other than reimbursement of actual expenses incurred while fulfilling duties as a member of the board.

E. The board of directors of each charter operator shall be prohibited from employing, in any manner, any of its members.

F. A charter school shall not be supported by or affiliated with any religion or religious organization or institution; however, a charter school may receive from any such organization or institution support or student services including but not limited to mentoring, volunteering, fund-raising, or tutoring.

G. A charter school shall not result from the conversion of any private school or any home study program, as defined in R.S. 17:236.

H. A charter school shall not charge any student any tuition or an attendance fee of any kind.

I. A charter school shall not discriminate among potential employees, employees, or pupils in violation of any state or federal law.

J. A charter school shall not hire a person who has been convicted of or has pled nolo contendere to a crime listed in R.S. 15:587.1(C) as a teacher, substitute teacher, bus driver, substitute bus driver, janitor, or a school employee who might reasonably be expected to be placed in a position of supervisory or disciplinary authority over school children unless approved in writing by a district judge of the parish and the district attorney. This statement of approval shall be kept on file at all times by the school and shall be produced upon request to any law enforcement officer.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), R.S. 17:3981, and R.S. 17:3991.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education in LR 34:1371 (July 2008), amended LR 37:874 (March 2011).

Chapter 23. Charter School Funding

§2301. State Funding

A. The per pupil amount provided to a type 1, 2, 3, 3B or 4 charter school shall be computed at least annually and shall be equal to no less than the per pupil amount received by the school district in which the charter school is located from the following, except as provided in Paragraph E of this Section.

B. Initial allocation of the per pupil amount each year shall be based on estimates provided by the Louisiana Department of Education using the most recent local revenue data and projected pupil counts available. Allocations may be adjusted during the year to reflect actual pupil counts.

C. For the purposes of funding, each type 1, type 3, and type 4 charter school shall be considered an approved public school of the local school board entering into the charter agreement and shall receive a per pupil amount each year from the local school board based on the October 1 membership count of the charter school and any other membership count authorized pursuant to the Minimum Foundation Program formula adopted each year.

D. Type 5 charter schools shall receive a per pupil amount each year pursuant to formulas developed by the RSD which may include differentiated funding for certain students, including students identified as being eligible for special education services, and based on the October 1 membership count of the charter school and any other membership count authorized pursuant to the Minimum Foundation Program formula adopted each year.

E. A school district with one or more Type 3B charter schools shall distribute Minimum Foundation Program

formula funds to each type 1, 3, 3B, and 4 charter school using the weighted allocations provided for in the most recently adopted Minimum Foundation Program formula.

1. A parish that contains a municipality with a population of three hundred thousand or more persons according to the latest federal decennial census shall use the allocation method provided for in this Paragraph no earlier than the 2018-2019 fiscal year for all Type 1 and Type 3 charter schools authorized by the school board and in operation prior to the 2013-2014 school year.

2. For all other type 1, 3, and 4 charter schools in such a parish, the school board may request the use of a differentiated distribution methodology to be approved by the LDE.

F. Type 2 charter schools approved prior to July 1, 2008 shall receive a per pupil amount from the Louisiana Department of Education each year based on the October 1 membership count of the charter school and using state funds specifically provided for this purpose. In order to provide for adjustments in allocations made to type 2 charter schools as a result of changes in enrollment, BESE may provide annually for a February pupil membership count to reflect any changes in pupil enrollment that may occur after October 1 of each year. Type 2 charter schools authorized by the state Board of Elementary and Secondary Education after July 1, 2008, shall receive a per pupil amount each year as provided in the Minimum Foundation Program approved formula.

1. Any allocation adjustment made pursuant to this Paragraph shall not be retroactive and shall be applicable for the period from March 1 through the end of the school year. The provisions of this Paragraph relative to an allocation adjustment shall not be applicable to any type 2 charter school that has had an increase or decrease in student enrollment of 5 percent or less in any school year for which the February membership count occurs.

G. A charter authority may annually charge each charter school it authorizes a fee in an amount equal to two percent of the per pupil allocation that is received by a charter school for administrative overhead costs incurred by the chartering authority for considering the charter application and any amendment thereto, providing monitoring and oversight of the school, collecting and analyzing data of the school, and for reporting on school performance. Such fee amount shall be withheld from the per pupil amount in monthly increments and shall not be applicable to any federal money or grants received by the school. Administrative overhead costs shall not include any cost incurred by the charter authority to provide purchased services to the charter school.

1. At least 30 days prior to the beginning of each fiscal year, each charter school shall be provided by its chartering authority with a projected budget detailing anticipated administrative overhead costs and planned uses for fees charged for such costs.

2. By no later than 90 days following the end of each fiscal year, each charter school shall be provided by its chartering authority or the Recovery School District, if applicable, an itemized accounting of the actual cost of each purchased service provided to the charter school.

3. The state Department of Education may withhold and retain from state funds otherwise allocated to a local public school system through the Minimum Foundation Program an amount equal to one quarter of one percent of the fee amount charged to a type 3B charter school for administrative costs incurred by the department for providing financial oversight and monitoring of a Type 3B charter school acting as its own LEA.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), R.S. 17:3981, and R.S. 17:3995.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education in LR 34:1371 (July 2008), amended LR 37:874 (March 2011), LR 39:3250 (December 2013), LR 40:1324 (July 2014).

§2303. Federal Funding

A. Any type 1B, 2, or type 5 charter school shall be considered the local education agency for funding purposes and statutory definitions and, as a local education agency, shall receive allocations for all available funding.

B. A type 3B charter school shall have the option to remain its own local education agency or have the local school board serve as the charter school's local education agency, pursuant to §519 of this bulletin.

C. For each pupil enrolled in a charter school who is entitled to special education services, any state special education funding beyond that provided in the Minimum Foundation Program and any federal funds for special education for that pupil that would have been allocated for that pupil shall be allocated to the charter school which the pupil attends.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), R.S. 17:3981, and R.S. 17:3995.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education in LR 34:1372 (July 2008), amended LR 39:3251 (December 2013), LR 40:1324 (July 2014).

§2305. Other Funding

A. Any approved charter school shall be eligible for any other federal, restricted state, and unrestricted state funding for which the school or its pupils qualify.

B. Each charter school shall receive, at a minimum, its per pupil share for any state or federal grant program such as any funding provided for technology, teacher supplies, kindergarten through third grade reading and mathematics, summer school, and other remediation funding. In addition, each charter school shall receive any other state or federal grant program funding, where such funding is distributed on a per pupil basis and a charter school is eligible to receive the funding under the terms of the grant. The charter operator shall comply with the terms of the grant.

C. A charter school may apply for and receive funding directly from the state or federal government.

D. Any approved charter school may solicit, accept, and administer donations or any other financial assistance in the form of money, grants, property, loans, or personal services for educational purposes from any public or private person, corporation, or agency and must comply with rules and regulations governing grants from the federal government or from any other person or agency, which are not in contravention of the federal or state constitution or any other federal or state law.

E. Every pupil enrolled in a charter school shall be counted in the charter school's total pupil count for purposes of funding, including each pupil who is pursuing a high school diploma or participating in a pre-general education development skills program, as defined by BESE policy.

F. No child enrolled in a pre-kindergarten program offered by a charter school shall be counted for purposes of funding pursuant to §2301, unless such funding is specifically provided for such purpose. However, such school shall be eligible for any other funding that may become available for children enrolled in pre-kindergarten programs.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), R.S. 17:3981, and R.S. 17:3995.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education in LR 34:1372 (July 2008).

Chapter 25. Charter School Fiscal Responsibilities

§2501. Qualified and Competent Business Professional

A. Each type 2 and type 5 charter operator shall hire or procure the services of one or more qualified and competent business professionals who shall produce all financial and accounting information and reporting required by its charter contract, state law, and BESE policy, except as otherwise provided herein.

B. A qualified and competent business professional shall meet one of the qualifications as listed in Bulletin 1929, §1301.

C. Any applicant for a qualified and competent business professional position shall have not less than three years of work experience in a field relevant to the duties and responsibilities of a lead school business administrator. Relevant areas shall include accounting, finance, or other areas of fiscal management.

D. Continuing Education. All qualified and competent business professionals must acquire certified louisiana school business administrator (CLSBA) certification by the Louisiana Association of School Business Officials (LASBO) within seven years of the date of hire as a qualified and competent business professional and maintain certification while employed as a qualified and competent business professional. A Louisiana CPA license may be substituted for the CLSBA certification. The CPA license must remain in active status while employed as a qualified and competent business professional.

E. A qualified and competent business professional employed prior to the effective date of this bulletin shall be exempt from meeting the minimum degree and work experience requirements. The qualified and competent business professional shall be allowed seven years from the date of final adoption into law to complete the CLSBA certification or become a licensed CPA in the state of Louisiana.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10) and R.S. 17:3981.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education in LR 34:1372 (July 2008), amended LR 38:3120 (December 2012), LR 39:1437 (June 2013), LR 39:3068 (November 2013).

§2503. Budgeting

A. All charter operators shall comply with the provisions of the Louisiana Local Government Budget Act, R.S. 39:1301 through 1315.

B. Charter operators shall budget on a fiscal year basis, July 1-June 30.

C. Type 4 charter operators shall annually submit a budget to the Superintendent of Education in accordance with the provisions of R.S. 17:88. Each type 2 charter school, type 5 charter school, and each type 3B charter school acting as its own LEA shall annually submit its budget directly to the superintendent of education in accordance with deadlines established by the department.

D. Each charter operator shall submit its budget and all related documents on forms required by the department and shall comply with *Bulletin 1929—Louisiana Accounting and Uniform Governmental Handbook*.

1. The revenues/receipts and expenditures/disbursements in the charter operator's budget shall be listed and classified in such manner and substance as prescribed by the department, and shall detail as nearly as possible the items of expected revenue/receipts and expenditures/disbursements, the total of which shall not exceed the expected means of financing composed of the beginning fund balance, cash balances, and revenues/receipts.

2. If, during the course of the fiscal year, it becomes evident that receipts or disbursements will vary substantially from those budgeted, the charter operator shall prepare and adopt, in like form, manner, and substance, an amended budget as prescribed by the department.

E. The charter operator shall maintain records in a manner to reflect compliance with generally accepted accounting principles.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), R.S. 17:3981, and R.S. 17:3995.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education in LR 34:1372 (July 2008), amended LR 39:3252 (December 2013).

§2505. Financial Reporting

A. Each charter operator shall submit quarterly reports to the department listing year-to-date revenues and

expenditures through that quarter and budgeted revenues and expenditures for the fiscal year, using forms provided by the department and on dates specified by the department as set forth below.

Due Date	Financial Report
July 31	Annual Operating Budget Includes actual data for the prior fiscal year ending June 30 along with budgeted data for the current fiscal year starting July1.
October 31	First Quarter Financial Report Includes budgeted data for the fiscal year along with the YTD actual data through September 30.
January 31	Second quarter Financial Report Includes budgeted data for the fiscal year along with the YTD actual data through September 30.
April 30	Third Quarter Financial Report Includes budgeted data for the fiscal Year along with the YTD actual data through March 31.

B. Each charter school will submit an annual financial report (AFR) to the department no later than September 30 of each year. The AFR shall follow the format and contain information prescribed by the department.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), R.S. 17:3981, and R.S. 17:3995.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education in LR 34:1373 (July 2008), amended LR 37:875 (March 2011).

§2507. Annual Independent Audit

A. Each charter operator shall have an annual independent audit to be conducted by a certified public accountant in accordance with R.S. 24:513 et seq., and 17:3996(F), the cost of which shall be borne by the charter operator.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), R.S. 17:3981, and R.S. 17:3995.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education in LR 34:1373 (July 2008).

§2509. Assets

A. Any assets acquired by a type 2, type 3B, or type 5 charter operator are the property of the charter school for the duration of the charter school's charter. Any assets acquired by a type 4 charter school are the property of the local school board.

B. For a type 5 charter school transferring to the local school board as a type 3B charter school, all property of the type 5 charter school shall remain property of the charter operator upon transfer to the local school board. Property belonging to the RSD used by the type 5 charter operator may be transferred to the ownership of the charter operator or the local school board, in accordance with state and federal law, BESE policy, auditing rules, and grant guidelines.

C. Charter operators shall maintain an inventory of all assets, including records of any assets acquired with any private funds. Inventories of assets must be maintained consistent with the requirements set forth in *Bulletin 1929—Louisiana Accounting and Uniform Governmental Handbook*.

D. If a charter operator's charter is revoked or the school otherwise ceases to operate, all assets purchased with any public funds shall become the property of BESE, or the local school board, in the case of type 3B charter schools. All assets purchased with private funds shall remain the property of the charter operator, if the inventory or records of the charter operator demonstrate that the assets were purchased with private funds.

E. If a charter operator fails to open a charter school and serve pupils or if the school closes for any reason, the charter school shall refund all cash on hand which can be attributed to state or local funding to the state or to BESE, or the local school board, in the case of type 3B charter schools.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), R.S. 17:3981, R.S. 17:3991, and R.S. 17:3995.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education in LR 34:1373 (July 2008), amended LR 39:3252 (December 2013).

Chapter 27. Charter School Recruitment and Enrollment

§2701. Students Eligible to Attend

A. Type 2 Charter Schools. Students meeting residency requirements established in a Type 2 charter school's charter are eligible to attend a Type 2 charter school. A Type 2 charter school may establish residency requirements for students living within the state or may establish residency requirements restricted to a particular parish or parishes.

B. Type 4 Charter Schools. Only students who would be eligible to attend a traditional public school operated by the local school board holding the Type 4 charter or students from the same areas as those permitted to attend the preexisting school, if a conversion charter, are eligible to attend a Type 4 charter school, unless an agreement with another city, parish, or other local school board is reached to allow students to attend the charter school.

C. Type 5 Charter School Transferred Pursuant to R.S. 17:10.5. Students eligible to attend a Type 5 charter school transferred to the jurisdiction of the Recovery School District pursuant to R.S. 17:10.5 include those students who would have been eligible to enroll in or attend the pre-existing school under the jurisdiction of the city, parish, or other local public school board or other public school entity prior to its transfer to the recovery school district. In addition, if capacity exists, any students who are eligible to participate in a school choice program established by the prior system shall be permitted to enroll in such Type 5 charter schools which have capacity for another student in the appropriate grade.

D. Type 5 Charter School Transferred Pursuant to R.S. 17:10.7. Students eligible to attend a Type 5 charter school transferred to the jurisdiction of the recovery school district include any student eligible to attend any school in the system from which the school was transferred. Students eligible to attend such Type 5 charter schools may be

required to reside in a designated attendance zone, as set forth in a charter school's approved charter.

E. Beginning with the 2011-2012 school year, each elementary and middle charter school, other than a Type 2 charter school, may request from and be granted by its chartering authority the authority to give preference in its enrollment procedures to students residing within the neighborhood immediately surrounding the school. The geographic boundaries of the neighborhood immediately surrounding such school shall be determined by the school's chartering authority. The recovery school district may grant or assign preference in its unified enrollment process, described in §2709 of this Bulletin, to students residing within geographic boundaries immediately surrounding each school, as determined by the recovery school district. Type 5 charter schools shall not reserve more than 50 percent of spots in each grade level served for such enrollment preference.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), R.S. 17:3973, R.S. 17:3981, R.S. 17:10.5, R.S. 17:10.7, and R.S. 17:1990.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education in LR 34:1373 (July 2008), amended LR 37:875 (March 2011), LR 37:2390 (August 2011), LR 38:752 (March 2012), repromulgated LR 38:1394 (June 2012).

§2703. Enrollment Capacity

A. A charter school shall not enroll more than 120 percent of the total number of students that it is authorized to enroll pursuant to its approved charter.

B. In determining the enrollment permitted in each school year, a charter school shall determine the enrollment authorized in its approved charter with respect to the individual school year. Charter schools are not authorized to a cumulative 20 percent increase in each year of its approved charter.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), R.S. 17:3981, and R.S. 17:3995.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education in LR 34:1374 (July 2008).

§2705. Admission Requirements

A. A charter school may have admission requirements that are consistent with the school's role, scope, and mission.

B. Admission requirements imposed by a school must be set forth in the charter school's approved charter and shall be specific and shall include a system for admission decisions which precludes exclusion of pupils based on race, religion, gender, ethnicity, national origin, intelligence level as ascertained by an intelligence quotient examination, or identification as a child with an exceptionality as defined in R.S. 17:1942(B). Such admission requirements may include, however, specific requirements related to a school's mission such as auditions for schools with a performing arts mission or proficiency in a foreign language for schools with a language immersion mission. Any charter school which began operation prior to July 1, 2012, and which incorporated achievement of a certain academic record as part of its admissions requirements may continue to utilize such admission requirements. No charter school beginning operation on or after July 1, 2012 may incorporate the achievement of a certain academic record as part of its admission requirements.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), R.S. 17:3981, and R.S. 17:3991.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education in LR 34:1374 (July 2008), amended LR 37:875 (March 2011), LR 38:3120 (December 2012).

§2707. Application Period

A. Prior to each school year, a charter school shall establish a designated student application period.

B. A student application period shall not be less than one month nor more than three months.

C. Type 5 charter schools shall comply with any unified application period set by the recovery school district, as approved by BESE.

D. An application shall be considered timely if it is submitted during the charter school's designated application period.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), R.S. 17:3981, and R.S. 17:3991.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education in LR 34:1374 (July 2008), amended LR 38:752 (March 2012), repromulgated LR 38:1394 (June 2012).

§2709. Enrollment of Students, Lottery, and Waitlist

A. Each student submitting a timely application and meeting all residency requirements and admission requirements, as applicable, shall be considered eligible to enroll in a charter school.

B. A charter school shall enroll all eligible students unless the total number of eligible applicants exceeds the capacity of a program, class, grade level, or school.

C. A charter school shall admit no pupil during the school's designated application period, but shall wait until the period has ended.

D. At the conclusion of a charter school's designated application period, it shall determine if fewer eligible applicants have applied than the maximum number of students that the school can admit.

1. If fewer eligible applicants have applied than the maximum number of students that the school can admit to a program, a grade level, or the school, all eligible students shall be admitted.

2. If the total number of eligible students exceed the capacity of a program, a grade level, or the school, applicants shall be admitted based on an admissions lottery from among the total number of eligible applicants.

a. A charter school shall use a lottery for the selection of students in order to reach its maximum capacity and to determine the order in which students will be placed on a waitlist.

E. Following the admission of applicants after a determination that the number of applicants did not exceed the capacity of a program, a class, or the school, the charter school may continue to accept applications and admit eligible students in the order in which applications are received until maximum capacity is reached.

F. A charter school's lottery and continued admission of applicants, following a determination that a lottery is not required at the conclusion of the student application period, shall be performed in such a fashion that assures compliance with all at-risk student population requirements. Nothing herein shall preclude the implementation of a weighted lottery to ensure all at-risk student population requirements are met.

G. Any charter school not participating in the recovery school district's unified enrollment system in Paragraph J of this Section shall maintain a waitlist of applicants not admitted to the charter school as a result of capacity being reached in a program, a grade, or the school.

1. Applicants shall be placed on the waitlist in the order in which they were selected in the charter school's lottery or in the order in which they applied if the application was submitted following the school's application period.

2. If an opening occurs at a charter school, selection from the waitlist shall begin with the first applicant on the waitlist.

H. A charter school shall maintain its waitlist throughout each school year. Any student admitted to the school must be an applicant on the waitlist, if a waitlist exists for the respective program, grade or school.

I. The charter school shall repeat the student admission process described in this Section each year.

J. Type 5 charter schools transferred to the RSD pursuant to R.S. 17:10.5 and R.S. 17:10.7 and type 3B charter schools shall comply with any unified enrollment system established by the RSD for the parish or region where the charter school is located. The RSD may create any policies and procedures to implement a unified enrollment system not prohibited by this Chapter, and may conduct one or more central lotteries to enroll students at participating schools, and enroll students applying or requesting transfers after the application period has ended.

1. Upon request of a charter operator, the department shall allow an enrollment preference for students matriculating into eighth grade or below between two BESE-authorized charter schools operated by the same charter operator.

2. In addition, for the process of enrolling students for the 2013-2014 school year, the Department of Education shall manage a pilot program wherein the department shall allow an enrollment preference for those students matriculating or transferring into ninth grade or above between eligible BESE-authorized charter schools for a limited percentage of the seats in the charter school, to be determined by the department. The department shall develop an application process for participation in the pilot program which shall evaluate factors including the applying charter schools' past demonstration of success in preparing at-risk and low-performing students for college and/or career, and the submission of an innovative proposal to utilize the enrollment preference to further this success. The department shall collect relevant data on the pilot program in order to prepare a report to be presented by the state superintendent to BESE no later than January 2014, at which time BESE shall consider the continuation of the pilot program based on the results of the report. The report shall include data and information including, but not limited to:

a. the demographic and academic backgrounds of students utilizing the preference;

b. the number and percentage of students who matriculated or transferred into participating schools;

c. the number and percentage of students who were admitted to the school utilizing the enrollment preference; and

d. the number and percentage of students attempting to enroll or transfer in the charter school who were ineligible to utilize the enrollment preference.

K. Beginning with the enrollment process to place students for the 2014-2015 school year, all BESE-authorized charter schools (type 2, type 4, and type 5 charter schools) and type 1b charter schools physically located in Orleans Parish shall participate in the unified enrollment system and expulsion process established by the recovery school district for Orleans Parish, with the exception of virtual charter schools. The department of education shall have discretion to determine on an individual basis whether to require virtual charter schools physically located in Orleans Parish to participate in the unified enrollment system and expulsion process. BESE-authorized charter schools and type 1B charter schools participating in the unified enrollment system and expulsion process may retain admission requirements, geographic preferences, sibling preferences, and disciplinary regulations unrelated to expulsions, if authorized by law or BESE policy. BESE shall retain authority over the approval of amendments to charter contracts for such type 2 and type 4 charter schools for adjustments to grade levels served and enrollment projections. Schools participating in the unified enrollment and expulsion process shall not be permitted to maintain student waitlists.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), R.S. 17:3981, and R.S. 17:3991.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education in LR 34:1374 (July 2008), amended LR 38:753 (March 2012), repromulgated LR 38:1395 (June 2012), amended LR 38:3120 (December 2012), LR 39:1021 (April 2013), LR 39:1437 (June 2013), LR 39:3252 (December 2013).

§2711. Lottery Exemptions

A. Students seeking enrollment to a charter school that was created through the conversion of a pre-existing school

shall be exempt from a lottery and shall be automatically admitted following the charter school's application period.

B. Students previously enrolled in the charter school and their siblings shall be exempt from a lottery, and shall maintain enrollment or be automatically admitted following the charter school's application period. Students attending a pre-kindergarten or early childhood program operated by a charter school may be considered to have been previously enrolled at the charter school for the purpose of lottery exemptions. Requests by charter schools to apply this lottery exemption for students who attend a publicly-funded program at no cost to the student shall be automatically approved by the LDE for BESE-authorized charter schools, or the charter school's authorizer for other types of charter schools. For a charter school that requests to apply this lottery exemption for students who were admitted to a pre-kindergarten or early childhood program that utilizes admission requirements and/or charges tuition for some or all of its students, the use of the lottery exemption shall be subject to the approval of the LDE for BESE-authorized charter schools, or the charter school's authorizer for other types of charter schools. In such a case, the LDE or the charter school's authorizer, as applicable, shall require the charter school to set enrollment targets that ensure the charter school provides equity of access for at-risk applicants to its kindergarten classes.

C. Students seeking enrollment to a Type 5 charter school that is assigned a facility formerly occupied by a pre-existing public school may be exempt from a lottery and may be automatically admitted following the charter school's application period, if authorized in the charter operator's charter.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), R.S. 17:3981, and R.S. 17:3991.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 34:1375 (July 2008), amended LR 37:875 (March 2011), LR 39:1022 (April 2013).

§2713. At-Risk Students

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

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

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

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

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10) R.S. 17:3973, R.S. 17:3981, and R.S. 17:3991.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education in LR 34:1375 (July 2008), amended LR 37:875 (March 2011), LR 40:1325 (July 2014).

Chapter 29. Charter School Staff

§2901. Employment of Staff

A. Each charter operator may employ faculty and staff members as it deems necessary. Each member of the instructional staff of each charter school shall have at least a baccalaureate degree. For the purposes of this section, "instructional staff" refers to any individual teaching a course in a charter school for which he or she would otherwise be required to be certified under Bulletin 746, except for those individuals who would otherwise be eligible for ancillary certification as defined in Bulletin 746.

B. All potential charter school employees shall be notified of the specific benefits they will be offered, as specified in the charter operator's charter.

C. The charter operator shall have exclusive authority over all employment decisions at the charter school, unless delegated to a for-profit management organization, as authorized in law and which must be specifically provided for in a service provider agreement.

D. The provisions of any collective bargaining agreement entered into by the local school board in whose jurisdiction the charter school is located shall apply to a Type 2 or Type 4 charter operator unless its approved charter provides otherwise. A charter operator may select to not be subject to such a collective bargaining agreement in its charter.

E. A Type 5 charter operator may bargain and enter into a collectively bargained contract on behalf of all or any group of its employees.

F. The employees in Type 4 charter schools are in all respects employees of the local school board entering into the charter.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10) R.S. 17:3973, R.S. 17:3981, and R.S. 17:3997.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education in LR 34:1375 (July 2008), amended LR 38:3120 (December 2012).

§2905. Criminal History Review

A. Each charter operator shall request in writing that the Louisiana Bureau of Criminal Identification (LBCI) and Information supply information to ascertain whether an applicant for employment as a teacher, substitute teacher, bus driver, substitute bus driver, janitor, or any other school employee who might reasonably be expected to be placed in a position of supervisory or disciplinary authority over school children, has been convicted of, or pled *nolo*

contendere to, any one or more of the crimes enumerated in R.S. 15:5871.1.

1. The request must be on a form prepared by the bureau and signed by a responsible officer or official of the charter operator making the request.

2. The form must include a statement signed by the person about whom the request is made which gives his or her permission for such information to be released and must include the person's fingerprints in a form acceptable to the LBCI.

3. A person who has submitted his or her fingerprints to the LBCI may be temporarily hired pending the report from the LBCI as to any convictions of, or pleas of *nolo contendere* to, by the person to a crime listed in R.S. 15:5871.

B. No person who has been convicted of or has pled *nolo contendere* to a crime listed in R.S. 15:587.1 shall be hired by a public elementary or secondary school as a teacher, substitute teacher, bus driver, substitute bus driver, janitor, or as any school employee who might reasonably be expected to be placed in a position of supervisory or disciplinary authority over school children unless approved in writing by a district judge of the parish and the parish district attorney.

1. This statement of approval shall be kept on file at all times by the school and shall be produced upon request to any law enforcement officer.

C. The charter operator shall dismiss any teacher or any other school employee having supervisory or disciplinary authority over school children, if such teacher or other employee is convicted of, or pled *nolo contendere* to, any crime listed in R.S. 15:587.1(c) except R.S. 14:74.

D. A charter operator may reemploy a teacher or other school employee who has been convicted of, or pled *nolo contendere* to, a crime listed in R.S. 15:587.1(c), except R.S. 14:74, only upon written approval of the district judge and the district attorney of the parish or upon written documentation from the court in which the conviction occurred stating that the conviction has been reversed, set aside, or vacated.

1. Any such statement of approval of the judge and the district attorney and any such written documentation from the court shall be kept on file at all times by the school and shall be produced upon request to any law enforcement officer.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), R.S. 17:3981, and R.S. 17:3991.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education in LR 34:1375 (July 2008), amended LR 37:875 (March 2011), LR 39:3068 (November 2013).

§2909. Employee Benefits

A. All potential charter school employees shall be notified of the specific benefits they will be offered, as specified in the charter operator's charter.

B. Charter school employees shall be eligible for participation in any or all benefits which would otherwise accrue to employees in any other elementary or secondary school including, but not limited to, the school employees' and teachers' retirement systems, subject to the school's approved charter, which must provide for such participation.

C. With regard to participation in the public retirement systems:

1. the compensation that the teacher or school employee would have received if employed by the local public school system shall be used to determine employee and employer contribution levels of the respective retirement systems;

2. any compensation paid to a teacher or school employee which exceeds the salary that would have been received if employed by the local school system shall not be deemed as compensation solely for the purpose of the calculation of future retirement benefits.

D. As employees of the local school board holding the charter, the employees in Type 4 charter schools shall be entitled to the benefits, and be subject to conditions of employment, as prescribed by the local school board within the charter.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), R.S. 17:3981, and R.S. 17:3997.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education in LR 34:1376 (July 2008), amended LR 40:1325 (July 2014).

§2911. Evaluation and Assessment

A. Each charter operator shall annually evaluate every teacher and administrator employed at its charter schools using the value-added assessment model and measures of student growth as determined by the State Board of Elementary and Secondary Education pursuant to R.S. 17:3902(B)(5) and comply with all other such requirements specified in R.S. 17: 3997.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), R.S. 17:3981, and R.S. 17:3997.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education in LR 34:1377 (July 2008), amended LR 39:3068 (November 2013).

Chapter 31. Notification Requirements for BESE-Authorized Charter Schools

§3101. Required Notifications

A. The charter operator shall notify the Department of Education in a timely manner of any conditions that may cause it to vary from the terms of its charter, state law, or BESE policy.

B. The charter operator shall notify the Department of Education of any circumstance requiring the closure of the charter school including, but not limited to:

1. a natural disaster, such as a hurricane, tornado, storm, flood or other weather related event;

2. other extraordinary emergency; or

3. destruction of or damage to the school facility.

C. The charter operator shall notify the Department of Education of the arrest of any members of the charter school's board of directors, employees, contractors, subcontractors, or any person directly or indirectly employed by the charter operator for a crime listed in R.S. 15:587.1(C) or any crime related to the misappropriation of funds or theft.

D. The charter operator shall notify the Department of Education of a default on any obligation, which shall include debts for which payments are past due by 60 days or more.

E. The charter operator shall notify the Department of Education of any change in its standing with the office of the Louisiana Secretary of State.

F. The charter operator shall notify the Department of Education no later than the end of the calendar month if its enrollment decreases by 10 percent or more compared to the most recent pupil count submitted to the Department of Education and/or BESE.

G. If the charter operator has contracted with a management organization and such contract is terminated or not renewed, it shall provide written notification to the Department of Education within two business days stating the reasons for the termination of the relationship.

H. For a type 5 charter school, the charter operator shall submit a formal plan for the continued operation of the school to the state superintendent of education within 10 days of written notification of the contract's termination. If no plan is received or the plan received is deemed inadequate by the state superintendent of education, the recovery school district shall have interim authority to operate the school until the charter operator resubmits a plan deemed acceptable by the superintendent.

I. Failure of the board to notify the Department of Education about loss of the management organization within two business days may result in BESE rendering the charter operator or a majority of its board members ineligible to operate a charter school for up to five years.

J. The charter operator shall notify the Department of Education should the president of the charter school's governing board change. Such notification shall be made within two business days of the official board action taken on this matter.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10) and R.S. 17:3981.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education in LR 34:1377 (July 2008), amended LR 37:876 (March 2011), LR 39:3068 (November 2013).

Chapter 33. Complaint Procedures

§3301. Charter Operator Complaint Procedure

A. Each charter operator shall maintain a complaint procedure through which parents, guardians, or other individuals or groups can appeal to the nonprofit corporation board of directors to address any issues or problems such individuals seek redress to.

B. Charter operator complaint procedures should, at a minimum, address any forms that must be completed by a complainant, the progression of a complaint, and the timeframes for consideration and action.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10) and R.S. 17:3981.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education in LR 34:1377 (July 2008).

Chapter 35. Volunteer Requirements

§3501. Volunteer Programs

A. Any charter school volunteer program that requires parents to commit a certain number of volunteer hours shall be subject to a waiver process.

B. A charter operator shall not condition the enrollment of any student on the commitment of the student's parents to provide any number of volunteer hours, to donate volunteer hours to the charter school, or to pay a fee in lieu of volunteer hours.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10) and R.S. 17:3981.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education in LR 34:1377 (July 2008).

Chapter 37. Virtual Charter Schools

§3701. Application of this Bulletin

A. All rules, requirements, and regulations established in this *Bulletin 126—Charter Schools* shall apply to the authorization and operation of any virtual charter school, except as specifically set forth in *Bulletin 741—Louisiana Handbook for School Administrators*, Section 907, Secondary—Class Times and Carnegie Credit.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10).

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 38:39 (January 2012).

§3703. Curriculum in Virtual Charter School

A. The virtual charter school shall ensure that all course content is being used under an appropriate and valid license and shall defend, indemnify and hold harmless BESE, LDE and the students and parents for any claims of non-compliance.

B. The virtual charter school shall make courses available to all students by complying with web accessibility guidelines and standards (W3C, section 508, and Louisiana

and institutional guidelines) to the maximum extent reasonably possible.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10).
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 38:39 (January 2012).

§3705. Technical Requirements for Virtual Charter Schools

A. The following technical specifications are required for all virtual charter schools:

1. enrolled students will have access to appropriate technical access;

2. provide each student enrolled in the program with all the necessary instructional materials;

3. provide each full-time student enrolled in the program who qualifies for free or reduced-price school lunches under the National School Lunch Act, is considered at-risk for the purpose of calculating funding through the Minimum Foundation Program, or does not have a computer or internet access in his or her home with:

a. all equipment necessary for participants in the virtual instruction program, including, but not limited to, a computer, computer monitor, and printer, if a printer is necessary to participate in the program; and

b. access to or reimbursement for all Internet services necessary for online delivery of instruction;

4. the virtual charter school will have the appropriate license to allow student/teacher usage of the proprietary technology through a license agreement with the owner of the technology;

5. timely and appropriate technical support, as described in the charter operator's application;

6. course technical requirements will be provided prior to enrollment;

7. the appropriate technical infrastructure to support their course offerings for effective course delivery.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10).
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 38:39 (January 2012).

§3707. Virtual Charter School Funding

A. For purposes of funding, each Type 2 virtual charter school shall be funded in accordance with the provisions of §2301 of this bulletin, except that the local portion of the per pupil amount received pursuant to the Minimum Foundation Program formula adopted each year shall be reduced by 10 percent, with such amount being distributed to the city, parish, or other local school system within which the Type 2 virtual charter school is located.

B. Any Type 1, 3, 4 or 5 virtual charter school shall be funded in accordance with the provisions of §2301 of this bulletin with no exceptions.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10).
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education in LR 38:39 (January 2012).

Chapter 39. Corporate Partnerships

§3901. Corporate Partnerships and Enrollment

A. Notwithstanding geographic or other requirements for enrollment contained in this bulletin, a charter agreement may provide, initially or by amendment, for the enrollment of and an enrollment preference for dependent children of permanent employees of a corporate partner.

B. Up to 50 percent of the school's maximum enrollment may be reserved for the enrollment of such children.

C. The charter agreement shall specify both the school's maximum enrollment and the maximum proportion set aside for implementation of this enrollment preference.

D. An enrollment preference established as part of the corporate partnership defined in this Chapter shall not be implemented in a way that displaces children enrolled at the school at the time the charter agreement or amendment providing for the preference is authorized.

E. Enrollment at the school shall otherwise be as provided by this Chapter except that the requirement of R.S. 17:3991(B)(1)(a)(i) shall apply to and be based upon only students who are not dependent children of permanent employees of a corporate partner.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), R.S. 17:3981, and R.S. 17:3991.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 38:753 (March 2012), repromulgated LR 38:1395 (June 2012).

§3903. Requirements for Corporate Partnerships

A. A corporate partner is any legal entity, whether for profit or not for profit, registered with the secretary of state, except a corporation identified in R.S. 18:1505.2(L)(3), that has, acting individually or as part of a consortium of corporations, donated one or more of the following to the school:

1. the land on which the school is built;

2. the school building or the space the school occupies. If the corporate partner is leasing the building or space to the school, the enrollment preference or board membership may only be provided in the charter agreement if the lease provides that the building or space is made available without cost and if the term of the lease is not less than the duration of the charter agreement;

3. major renovations to the existing school building or other capital improvements including major investments in technology.

B. For purposes of this Chapter, a major renovation to the existing school building means changes that provide significant opportunities for substantial improvement including but not limited to:

1. a structural change to the foundation, roof, floor, or interior or exterior walls or extension of an existing facility to increase its floor area;

2. an extensive alteration of an existing facility, such as a change in its function or purpose, even if such renovation does not include any structural change to the facility.

C. A major investment in technology includes but is not limited to a donation of:

1. hardware;

2. software;

3. internet access;

4. internet hardware;

5. enterprise systems;

6. software licenses;

7. smart board technology; or

8. audiovisual equipment.

D. The value of a major renovation or of an investment of technology shall be equal to at least 50 percent of the per pupil allocation of state funds by the minimum foundation program formula for that year for the parish in which the school is located multiplied by the school's enrollment as defined in the charter agreement.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), R.S. 17:3981, and R.S. 17:3991.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 38:753 (March 2012), repromulgated LR 38:1395 (June 2012).

§3905. Corporate Partner Representation on Charter Boards

A. A charter agreement may provide, initially or by amendment, for a corporate partner to have representation on its governing or management board; however, such representation may not constitute a majority of the board. Such membership is subject to all other provisions of law except any contrary provision in this Chapter.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), R.S. 17:3981, and R.S. 17:3991.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 38:753 (March 2012), repromulgated LR 38:1395 (June 2012).

Louisiana Believes

Request for Applications:

Louisiana Local Charter Authorizers

John White

State Superintendent of Education

April 2, 2015

DEPARTMENT of EDUCATION

Louisiana Believes

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Introduction:

Charter schools have played an invaluable role in improving K-12 education in Louisiana, enhancing student outcomes in some of Louisiana's most challenging school environments. Charter schools are an integral component of *Louisiana Believes*, the Louisiana Department of Education's mission to ensure that every child in Louisiana is on track to a college degree or a professional career.

Charter schools use their autonomy – and the vision, dedication and expertise of their founders and leaders – to help Louisiana's students enhance their academic performance and graduate high school career- and college-ready.

A Local Charter Authorizer is a Louisiana entity with the authority to authorize charter schools. Non-profit organizations with an educational mission, post-secondary institutions, state agencies, or a nonprofit corporation established by the governing authority of a parish or municipality, may apply to become a Local Charter Authorizer.

Local Charter Authorizers will add value to the Louisiana charter landscape by providing for the opening of high-quality charter schools, especially in regions with limited educational options for students.

Too many students in Louisiana currently do not have the opportunity to attend a school that meets their educational needs. By providing for new high-quality educational options across Louisiana, Local Charter Authorizers will directly contribute to quality improvements in the education that all students receive.

Local Charter Authorizers are uniquely positioned to utilize intimate knowledge of a region's needs and its resources – community organizations, talented individuals, and economic strengths – to recruit school operators and develop school leaders prepared to lead students to academic success.

Local Charter Authorizers are granted autonomy coupled with accountability. The Department expects charter schools authorized by Local Charter Authorizers to significantly raise student performance within the Local Charter Authorizer's initial certification period and sustain high levels of student achievement.

We look forward to conducting this process with all applicants, and working together to dramatically increase the quality educational options available to students throughout Louisiana.

Request for Applications Overview

The purpose of this Request for Applications is to solicit proposals from eligible organizations seeking to serve Louisiana's children by authorizing high-quality charter schools as a Local Charter Authorizer.

Organizations must meet the following eligibility requirements to serve as a Local Charter Authorizer:

Requirement	Description
Organization Type (Must be one of the following)	• State agency • Non-profit corporation w/ an educational mission • Louisiana Public Postsecondary Education Institution • Non-profit corporation established by the governing authority of a parish or municipality
School Operation	The organization may not currently operate any charter schools.
Net Assets	The organization possesses at least $500,000 in net assets, as reported to the Department of Revenue.
Length of Operations	The organization has been incorporated for at least 3 years.
Criminal Background	The organization does not employ anybody who has been convicted or pled nolo contender to a felony.

The 2015 local charter authorizer application process will assess applicants on the qualities that have been demonstrated to contribute most significantly to successfully authorizing high-quality charter schools. Each stage is narrowly tailored to focus on specific outcomes:

Application Submission Stage	• Articulates a clear vision for authorizing high-quality charter schools. • Describes rigorous processes and criteria for making charter school authorization, oversight, and renewal decisions. • Dedicates sufficient human / financial resources to successfully enact all LCA activities. • Commits to protecting public trust and charter school autonomy.
Interview Stage	• Displays preparedness to enact the vision and processes described in the application. *Applicants will also have the opportunity to clarify information they previously submitted.*

A third-party independent review team will evaluate all submissions. Review teams will be trained to produce consistent results and transparent feedback. The review team will provide a draft recommendation at the end of the Application Submission stage and a final recommendation after the Interview stage. Applicants will have the opportunity to submit written responses to both the draft and final recommendations.

While the purpose of the independent review team is to recommend, the responsibility of the Board of Elementary and Secondary Education (BESE) is to decide. The Department is responsible for collecting all of the information (including the independent review team's recommendation) and providing a final recommendation that BESE will use to make an approval decision.

Additional Resources: Please see Appendix 3 of this document for a comprehensive list of additional resources to help prospective applicants better under the requirements of and need for Local Charter Authorizers and charter schools.

If you have any questions about the Local Charter Authorizer application process, please e-mail brian.darrow@la.gov.

Application Submission Instructions

Submission Deadline	Applications may be submitted on a rolling basis. Suggested submission deadlines for consideration at an upcoming BESE meeting follow below: ○ Aug. 2015 BESE – Submit by May 6th, 2015 ○ Oct. 2015 BESE – Submit by Jun. 12th, 2015
Document Type	Please save the application as a single PDF file. Exception: Appendix F-LCA Projected 5 –Year Budget may be submitted as a separate Excel File.
Page Requirements	Applications should be no more than 50 pages, except for the requested Appendices. There are no page limits for individual sections except for the Executive Summary. See the application checklist below for an overview of all documents that must be submitted.
Document Formatting	Please clearly label each section of your application. There are no specific format requirements for the application that you submit, but keep in mind that your application is a professional document. The quality of the document that you submit should reflect the quality of the LCA that you propose to launch. Independent review teams should be able to navigate well-organized, effectively-edited documents easily, thereby focusing their energy on reviewing the content of each application.
Submission	Applicants should upload their application via the Department's FTP site. To receive log-in information for the Department's FTP site, email rfa@la.gov.

Application Checklist

All submitted applications should include the following components as stated in the listed order. The cover page and appendices will not count against the Application Narrative's 50-page limit.

Application Document	Include as Appendix...	For More Information, review....
Cover Page	N/A	Cover Page (pg. 14)
Application Narrative	N/A	Application Narrative Instructions (pg. 6)
Charter School Authorization Projections	A	Charter School Authorization Projections (pg. 16)
Charter School Contract Template	B	Application Narrative – Charter Contracts (pg. 7)
Organizational Charts (1st and 5th year of operations)	C	Application Narrative – Organizational Capacity (pg. 7)
LCA Staff Job Descriptions	D	
Resumes of Identified Staff	E	
Community Stakeholder Letters of Support	F	
LCA Projected 5-Year Budget	G	Application Narrative - Financial Readiness (pg. 8). May be submitted as a separate Excel file.
Non-profit Corporation's Articles of Incorporation	H	Required Eligibility Documentation (pg. 15)
Financial Statements	I	
Criminal Background Checks	J	
Organization's Employee Background Check Policy	K	

Local Charter Authorizer – Application Narrative

Please address all of the following sections of the Local Charter Authorizer – Application Narrative. Applications should be no more than 50 pages, except for the requested Appendices. There are no page limits for individual sections except for the Executive Summary.

Executive Summary

Provide an up to three-page overview of your Local Charter Authorizer (LCA) application, including:

- An explanation of your organization's rationale and vision for becoming an LCA;
- The outcomes you will achieve as an LCA;
- The key components of your charter development, approval, and oversight strategies; and,
- The key components of your LCA's organizational structure.

Mission and Vision

(1) Identify your organization's mission. Describe the alignment between your organization's mission and your organization's decision to become a Local Charter Authorizer.

(2) For each Regional Labor Market Area for which your organization is applying for certification to operate as an LCA, identify the student population that schools you authorize will serve.

(3) For each Regional Labor Market Area for which your organization is applying for certification to operate as an LCA, describe the needs of the student population and explain the key underlying factors that contribute to the student population's needs.

(4) Provide your organization's specific vision for serving as an LCA. Explain how successful fulfillment of your LCA vision will address the student population's needs and will put them on a trajectory for lifelong success.

Charter Authorization

(1) Identify the school models that you plan to focus on authorizing. Explain how authorizing charter schools with these school models will address the specific needs of the student population you intend to serve.

(2) Identify the criteria you will use in evaluating all charter applications to determine whether or not to approve the charter application. Explain why you selected these criteria. Include criteria you will use to evaluate the charter applicant board's readiness to oversee a school leader and/or a contracted Educational Service Provider.

(3) Describe the key features of your charter application process, including any additional application components you will require above and beyond what is required by the Department provided common charter application.

(4) Attach as Appendix A a completed "Charter School Authorization Projections" worksheet (see page 15) with information regarding charter schools you project to authorize as an LCA.

(5) LCAs are required to contract with a third-party independent reviewer to evaluate all charter applications. Describe the process you will conduct and the criteria you will use to select the third-party independent reviewer for charter application evaluations.

(6) Describe your charter development strategy for growing the pool of qualified charter applicants, including guiding principles, major program initiatives, and key resources and specific relationships that will contribute to your success. Identify any potential barriers to your charter development strategy and describe the steps you will take to overcome those barriers.

Charter Oversight

(1) Describe the framework, including all specific criteria, you will use to evaluate a charter school's performance. LCAs may choose to use the Department issued Charter School Performance Compact as its performance-based framework. If you intend to evaluate criteria different from the Charter School Performance Compact, for each criterion, explain why the criterion was selected and how the criterion will be measured.

(2) Describe the key activities of the charter school oversight process that you will conduct for charter schools that you authorize. Include a timeline of how these activities will occur throughout the school year, including activities that occur after a specific school year to evaluate a school's performance against the performance criteria.

(3) Describe how you will identify if a charter school is not meeting performance expectations and your approach to dealing with the school.

Charter Renewal and Revocation

(1) Describe the specific criteria and process you will use to decide whether or not to renew a charter school's contract.

(2) Describe the specific criteria and process you will use to decide to revoke a charter school's contract prior to the end of the charter contract's term.

Charter Contracts

(1) As Appendix B, please provide a template contract your organization will enter into with charter schools that your organization authorizes as an LCA.

Organizational Capacity

(1) Provide an overview of the LCA's organizational structure. Attach as Appendix C an organizational chart for both the first year and fifth year of the LCA's operations.

- Both organizational charts should each include:
  - All individuals dedicated towards carrying out LCA responsibilities;
  - Any individuals with final decision making authority regarding charter authorization and renewal or revocation decisions; and,
  - Clear lines of reporting and authority/decision making.
- Attach as Appendix D job descriptions for each of the anticipated personnel dedicated towards carrying out LCA responsibilities in the LCA's first year of operations. The job descriptions should include both key responsibilities and desired qualifications/expertise of each position. If only a portion of an individual's overall job will be dedication towards LCA responsibilities, then include a job description for the individual's LCA-specific responsibilities and the percentage of the individual's overall time that will be dedicated towards the LCA-specific responsibilities.

(2) Describe the key factors that contribute to changes between the LCA's first year and fifth year organizational charts.

(3) For the LCA's first operating year, for each position where an individual has been identified, describe how the individual's knowledge, skillset, and experiences qualify the individual to fulfill the identified position. As Appendix E, please provide resumes of all individuals already identified to fill LCA personnel positions during the LCA's first year of operations.

(4) For the LCA's first operating year, for each position where an individual has not yet been identified, describe the process the LCA will conduct to fill that position.

(5) Describe the steps that individuals with final decision making authority over the entire organization (such as a non-profit organization's board of directors) will take to hold LCA staff accountable for staying on track to achieve the LCA's vision. Specifically describe:

- The information the final decision makers will collect;
- The systems by which the final decision makers will collect information;
- The criteria that the final decision makers will use to evaluate the information it collects; and,
- The process(es) by which the final decision makers will evaluate information and make decisions.

(6) Describe the support you have garnered from key community stakeholders. Letters of support should be attached as Appendix F.

Financial Readiness

(1) Attach as Appendix G a detailed budget for the LCA's first five years of operations. Include a description of all assumptions that are used to derive the projected revenues and expenses.

(2) Describe how the LCA will obtain all anticipated revenue sources included in the detailed 5-year budget, including any key resources that your organization will provide to support charter development, authorization, and oversight activities.

(3) If not already addressed in the "Organizational Capacity" section, indicate the name of the individual(s) who will manage all LCA financial responsibilities and his / her / their qualifications.

(4) Describe the impact of the revenues and expenses associated with charter school authorizing on your organization's finances.

APPENDIX 1: Local Charter Authorizer Application Rubric

The third-party independent review team will use the following rubric to evaluate all Local Charter Authorizer proposals. Rubric standards are numbered to correspond to a specific question within the application. A question may include more than one standard.

Mission and Vision

Applicants should meet this section's standards for each Regional Labor Market Area in which the applicant is applying for certification to operate as an LCA

1A: The organization has a mission statement that contains an educational focus.

1B: The organization clearly articulates how becoming an LCA aligns with and will enable the organization to fulfill its mission.

2A: Serving the intended student population aligns with the organization's mission.

2B: The organization provides an accurate description, using data, of the student population it intends to serve.

3A: The organization provides an accurate description, using data, of the student population's needs.

3B: The organization provides and identifies a logical connection, using data, between each key factor and the student population's needs.

4A: Authorizing and maintaining a portfolio of high-quality charter schools will enable the LCA to fulfill its vision.

4B: A logical connection exists between fulfilling the LCA's vision and lifelong student success.

Charter Authorization

1A: A logical connection exists between the school model(s) and the needs of the student population that the LCA intends to serve.

2A: The charter application criteria includes a rigorous review of academic, organizational, and financial criteria that, if met, will result in the authorization of high-quality charter schools that will enable the LCA to fulfill its vision.

2B: Meeting the LCA's proposed academic criteria corresponds to an applicant's ability to successfully promote student achievement outcomes, including using data to evaluate an existing organization's track record of student achievement outcomes.

2C: Meeting the LCA's proposed organizational criteria corresponds to an applicant's ability to comply with all charter school laws and policies.

2D: Meeting the LCA's proposed financial criteria corresponds to an applicant's ability to operate a financially sound charter school.

2E: Meeting the LCA's proposed school leader/Education Service Provider oversight criteria corresponds to a charter operator regularly evaluating and holding accountable a school leader and/or Education Service Provider accountable for student achievement outcomes.

3A: The LCA describes a transparent application process, which includes opportunities to provide feedback to applicants, as well as for applicants to respond to feedback.

3B: The LCA's charter application process includes an interview of all qualified charter applicants.

3C: (If applicable): Additional requested charter applications components will aide the LCA in evaluating the charter application against the application criteria that the LCA intends to use.

3D: The LCA outlines a logical decision making process that will promote the growth of high-quality charter schools.

4A: The LCA intends to authorize at least 5 charter schools.

5A: The LCA describes a logical series of steps that will result in the LCA contracting with a third-party independent reviewer with educational, organizational, legal, and financial expertise.

6A: The charter development strategy includes a logical series of steps that will result in the projected number of authorized charter schools in Appendix A.

6B: The LCA describes a logical series of steps to mitigate potential, realistic barriers to its charter development strategy.

Charter Oversight

1A: The LCA will use a performance-based framework to evaluate a charter school's success that includes rigorous review of academic, organizational, and financial performance criteria.

1B: The identified criteria are transparent, measurable, and attainable.

1C: The LCA identifies relevant data sources it will use as evidence for each criterion.

1D: Meeting and/or exceeding the performance-based framework's criteria will enable the LCA to fulfill its vision.

1E: The academic criteria include measures of student achievement.

1F: Meeting the organizational criteria corresponds to compliance with all laws and policies applicable to charter schools.

1G: The financial criteria include at least a review of the charter school's annual financial audit to evaluate the charter school's financial viability.

2A: Charter school oversight focuses on holding schools accountable for outcomes rather than on processes.

2B: Charter school oversight includes an annual evaluation of each charter school against the identified performance criteria.

2C: Charter school oversight includes providing an annual report to each charter school that uses the identified criteria to summarize the charter school's performance.

2D: Charter school oversight does not infringe on the charter school's autonomy.

2E: Charter school oversight is not excessively burdensome for authorized charter schools to the point of devoting material time away from academic instruction.

3A: The LCA identifies specific measures for each of the academic, organizational, and financial criterion found within the LCA's performance-based framework that corresponds to the charter school not meeting performance expectations.

3B: The performance-based framework articulates transparent consequences for performance

deficiencies.

3C: A logical connection exists between implementation of the prescribed technical guidance or direct-interventions and successful resolution of the performance deficiencies.

3D: The LCA identifies a logical series of steps for providing charter schools either technical guidance or direct-interventions to address performance deficiencies.

3E: Any provided technical guidance or direct-interventions do not infringe on the charter school's autonomy.

Charter Renewal and Revocation

1A: The criteria the LCA uses to inform renewal decisions align with the performance-based framework the charter school uses for oversight.

1B: The LCA describes renewal criteria that, if schools meet, will enable the LCA to fulfill its vision.

1C: The LCA describes a process that includes a logical series of steps that result in merit-based decisions on whether or not to renew a charter school's contract.

1D: The LCA describes a fair, transparent renewal process.

2A: The revocation criteria align with material performance deficiencies within the LCA's performance-based framework.

2B: The LCA describes a process that includes a logical series of steps that result in merit-based decisions on whether or not to revoke a charter school's contract prior to the end of the charter contract's term.

2C: The LCA describes a fair, transparent revocation process.

Charter Contracts

1A: The charter contract template defines clear responsibilities of both the LCA and the charter school.

1B: The charter contract template includes all clauses and exhibits required in *Louisiana Revised Statutes* 17:3991 and BESE Bulletin 127, Chapter 7.

1C: The charter contract template clearly identifies the charter school's autonomies, including at a minimum, autonomies related to curriculum, staffing, and finances.

1D: The charter contract template includes the performance-based framework and specific criteria the LCA will use to hold the charter school accountable for academic, organization, and financial performance.

1E: The charter contract template includes the specific criteria and process the LCA will use to inform charter contract renewal decisions.

1F: The charter contract template includes the specific criteria and process the LCA will use to inform charter contract revocation decisions.

1G: The charter contract template does not violate any provisions or policies pertaining to Louisiana Charter Schools.

Organizational Capacity

1A: The organization dedicates sufficient human capital resources to carry out charter school development, authorization, and oversight activities.

1B: The organizational chart includes clear lines of reporting and authority/decision-making.

1C: Job descriptions collectively require, at a minimum, expertise in educational leadership, curriculum and instruction, performance management and accountability, facilities, finance, and charter school law.

2A: Staff increases from first year of operations to the fifth year of operations accurately reflect changes in the LCA's responsibilities and charter school portfolio size.

3A: Each identified staff member possesses the necessary knowledge and skillset to sufficiently fulfill the identified position's responsibilities.

4A: (If applicable): The organization provides a logical series of steps that describe how they will select staff members for unfilled positions that possess the desired qualifications/expertise for each position.

5A: The organization articulates a set of criteria that the LCA staff must satisfy to keep the organization on track to achieve its LCA vision.

5B: The organization's final decision makers put into place a structure that enables it to collect the information it needs to hold LCA staff accountable.

5C: The information the organization collects will enable the final decision makers to determine if the LCA staff has satisfied each criterion.

5D: In cases in which the LCA does not meet the criteria established by the final decision makers, the final decision makers apply a logical decision-making framework and process that results in decisions that are most likely to further the LCA's vision.

6A: The organization provides evidence that it has built a relationship with one or more stakeholder(s) who materially contribute(s) in a strategic way to ensuring that the LCA successfully fulfills its vision.

Financial Readiness

1A: Financial projections are based on accurate, conservative, and legally compliant assumptions.

1B: Projected expenses comprehensively address all LCA development, authorization, and oversight activities.

1C: Changes in financial projections align with the projected growth in the number of authorized charter schools and responsibilities of LCA staff.

2A: Organization describes a logical series of steps for obtaining all external revenue sources.

2B: The organization commits sufficient resources to sustain charter development, authorization, and oversight activities.

3A: Identified financial manager has a track record of successful financial management.

4A: LCA revenues do not subsidize the organization's non-LCA activities.

NA: No material findings in the organization's most recent audited financial statements.

APPENDIX 2:

Local Charter Authorizer RFA

Application Documents

Appendix 2 includes documents that must be included as part of any submitted Local Charter Authorizer application. Please see pg. 5 for submission instructions.

APPLICATION COVER PAGE

Background Information	
Name of Organization (applicant):	
Name of Primary Contact:	
Primary Contact's Phone #:	
Primary Contact's E-mail:	
Primary Contact's Mailing Address:	
Organization Type: *(Check most appropriate)*	☐ State Agency ☐ Louisiana Public Postsecondary Education Institution ☐ Non-profit corporation w/ an educational mission ☐ Non-profit corporation established by the governing authority of a parish or municipality

Regional Labor Market Area (RLMA)		
Check each RLMA in which you are seeking to be certified as Local Charter Authorizer (LCA). *For more information on RLMAs, please visit http://www.laworks.net/*	☐ RLMA 1: New Orleans ☐ RLMA 2: Baton Rouge ☐ RLMA 3: Houma ☐ RLMA 4: Lafayette	☐ RLMA 5: Lake Charles ☐ RLMA 6: Alexandria ☐ RLMA 7: Shreveport ☐ RLMA 8: Monroe

REQUIRED ELIGIBILITY DOCUMENTATION OVERVIEW

ELIGBILITY REQUIREMENTS: Organizations must meet the following eligibility requirements to serve as an LCA

Requirement	Description
Organization Type (Must be one of the following)	• State agency • Non-profit corporation w/ an educational mission • Louisiana Public Postsecondary Education Institution • Non-profit corporation established by the governing authority of a parish or municipality
School Operation	The organization may not currently operate any charter schools.
Net Assets	The organization possesses at least $500,000 in net assets, as reported to the Louisiana Department of Revenue.
Length of Operations	The organization has been incorporated for at least 3 years.
Criminal Background	The organization does not employ any office, administrator, director, or any person having managerial authority who has been convicted or pled nolo contender to a felony.

REQUIRED DOCUMENTATION: Please attach the following documentation as appendices to verify that your organization meets the eligibility requirements to serve as an LCA. Attached appendices will not count

Requirement	Required Documentation
Type of Organization / Length of Operations:	If you are a state agency or Louisiana public postsecondary education institution – • No additional documentation required. If you are a non-profit corporation w/ an educational mission or a non-profit corporation established by the governing authority of a parish or municipality. • Attach as Appendix H: a copy of the non-profit corporation's articles of incorporation. Mission statements of all applying organizations will be reviewed in the application narrative.
School Operations:	☐ Check the box to verify that your organization does not currently operate a charter school
Financial Statements	Attach as Appendix I the last two years of audited financial statements for your organization.
Criminal Background Checks	Attach as Appendix J a current criminal background check for the application's primary contact. Background checks should: 1) include checks against nationwide database, including Louisiana, and federal criminal records; and 2) have been conducted within 90 days of when the organization submitted the application. Also include a background check for the key individual responsible for overseeing Local Charter Authorizer activities if that individual: a) has already been identified; and b) is different than the primary contact listed in this application. As Appendix K, include a copy of your organization's employee background check policy (for example, this may be an excerpt from the organization's employee handbook).

CHARTER SCHOOL AUTHORIZATION PROJECTIONS

Instructions - Complete one row of the following table for each of the schools you project to authorize based on the following guidance:

# of charter schools you project to authorize during your first five years of operation as an LCA:	# of charter schools to include in these projections
At least five schools	All schools you project to authorize during your first five years of operation as an LCA
Less than five schools	The first five schools you project to authorize

School #	Year Authorized	Potential District(s)	Projected School Enrollment (Year indicates the fall semester)							
			2016	2017	2018	2019	2020	2021	2022	2023
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										

APPENDIX 3: Additional Helpful Resources

Resource	Description	Link
BESE Bulletin 126	Contains all official charter school and authorizer policies, as promulgated by the Board of Elementary and Secondary Education (BESE).	Click Here
Louisiana Revised Statutes, Chapter 17 – Charter School Laws	Louisiana Revised Statues 17:3971 – 17:4001 contains Louisiana's "Charter School Law," including all sections applicable to Local Charter Authorizers.	Click Here
Louisiana Common Charter Application	BESE annually approves a common charter application that all authorizers must use. LCAs and local districts may elect to ask additional questions, above and beyond the questions included in the common charter application.	Click Here
Charter School Performance Compact	Charter School Performance Compact (CSC) serves as the Department's performance-based framework for Type 2, 4, and 5 charter schools. The CSPC provides charter operators with clear academic, organizational and financial expectations, fact-based oversight, and timely feedback while ensuring charter autonomy.	Click Here
LAPCS's "Louisiana Authorizer Toolkit"	Created by the Louisiana Association of Public Charter Schools (LAPCS), in collaboration with national and local experts, this toolkit This toolkit walks through the nationally-recognized principles and standards by which charter authorizers are to abide, as well as the policies and laws that govern charter schools, as well as some best practices.	Click Here
National Association of Charter School Authorizers	The National Association of Charter School Authorizers provides resources for charter school authorizers, including principles and standards for quality charter school authorizing, policy briefs, and other best practices.	Click Here
Louisiana Department of Education's Data Center	The Louisiana Department of Education's Data Center centralizes key Department-provided information regarding Louisiana's educational landscape, including, but not limited to, school and district academic performance and enrollment.	Click Here
Charter Applicant Toolbox	The Toolbox provides key resources for prospective charter school applicants, such as a revenue projection tool and links to previously approved charter applications.	Click Here

Louisiana Believes

Louisiana Charter Application

John White

State Superintendent of Education

December 8, 2014

DEPARTMENT of EDUCATION
Louisiana Believes

Everything You Need to Know to Complete a Louisiana Charter Application

How do I know if I am eligible to submit a charter application?

- 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 districts must publish any additional eligibility requirements to their websites no later than January 7, 2015.

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

- Local school boards and the state Board of Elementary and Secondary Education (BESE) both have the authority to approve charter schools. To submit an application to BESE, applicants must fall into one of four specific categories, listed in Charter Applicant 101.
- Applicants may submit charter applications to one authorizer or to multiple authorizers. Local school boards and BESE both accept a common charter application on the same deadline (Friday, March 6, 2015). Applicants may submit the same application to multiple authorizers or may craft a distinct application to submit to each authorizer.
- Local school boards may elect to ask additional questions, above and beyond the questions included in the common charter application. Local school districts must publish any additional questions to their websites no later than January 7, 2015.
- The Department has compiled a comprehensive set of resources to help you determine whether you should apply for a state-authorized charter school, a district-authorized charter school, or both. Those resources can be found in an online Toolbox on the Department's website.

Are there any unique opportunities I should be aware of as I complete my application?

Louisiana law allows for two unique opportunities:

- Applicants may submit a proposal for a growth plan to open multiple schools. Local school boards and BESE 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 in partnership with a corporate partner. Corporate partners must commit to make a significant donation to the school. If BESE or a local school board 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 has provided a more detailed explanation of the rules for becoming a corporate partner in Charter Applicant 101.

Which set of questions should I complete?

- There are two sets of questions – one set for experienced operators and another set for new operators.
- Experienced operators meet one of two criteria: either the organization applying for the charter has already operated at least one school for at least one complete year or the organization has partnered with an Educational Service Provider (ESP) that has operated at least one school for at least one complete year.
- Organizations that do not meet either of these criteria should complete the set of questions for new operators.
- An Educational Service Provider (ESP) is an organization that a nonprofit board hires to manage all aspects of running a school. The ESP makes all hiring and firing, curricular, and budgetary decisions on behalf of the nonprofit board. The board retains the authority to review the performance of the ESP.
- New operators and experienced 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 2016.

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 8, 2014, and is due on March 6, 2015. Local school boards can request additional information from applicants if they post that information to their websites no later than January 7, 2015.
- Local school boards must consider applications that they receive on or before Thursday, June 4, 2015. District applicants may elect to appeal to BESE if a district rejects their proposal, does not consider it on or before June 4, 2015, or authorizes an applicant to open a school but imposes conditions that the applicant finds unacceptable. In Charter Applicant 101 the Department has published a more detailed explanation of the conditions that allow an applicant to appeal to BESE.
- The table below summarizes key application process dates. After an applicant submits an application to either BESE or a local school board, the relevant authorizer will provide a more detailed timeline pertaining to that particular process. A detailed timeline for applicants who submit a proposal to BESE can be found here. **The timeline includes links to additional documents that applicants need to submit to BESE later in the process.**

Charter Applicant Timeline

Date	Relevant Applicants	Activity
Monday, December 8	All applicants	Department releases common application and Toolbox with application resources
Wednesday, January 7	District applicants	Districts publish charter application information to their websites, including additional eligibility requirements and additions to the common application.

Friday, March 6	All applicants	Charter applications are due – four components: proposal overview (new operator or experienced operator), application, finances template, eligibility form
Thursday, June 4	District applicants	Deadline for local school boards to consider applications
Friday, June 12	District applicants	Deadline for district applicants to appeal to BESE
Wednesday, August 12	State applicants	BESE considers applications
Wednesday, October 14	Appeals applicants	BESE considers applications on appeal from districts

How do I submit my proposal?

- BESE and each local school board utilize their own submission systems.
- No later than January 7, 2015, local school boards must post on their websites the instructions for submitting a charter proposal.
- To submit a charter proposal to BESE, please email david.shepard@la.gov to receive a username and password for the Department's online submission system. You will receive a user guide in addition to your username and password.

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. It also includes tools that are designed to help you write a proposal that meets BESE's expectations for quality.

How will my proposal be evaluated?

- BESE and local school boards will provide for an independent review of all charter applications they receive. The rubric used by the independent evaluators hired by BESE can be found here.
- Both BESE and local school boards 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 7, 2015. A detailed timeline for applicants who submit a proposal to BESE can be found here. **The timeline includes links to additional documents that applicants need to submit to BESE later in the process.**
- All applicants will have the opportunity to write a response to a draft recommendation from the independent reviewer and to speak at a public school board meeting prior to the school board's consideration of their application.

- School boards are not required to agree with the recommendation submitted by the independent reviewer that they hire.

Who should I contact with questions?

- No later than January 7, 2015, local school boards must post to their websites the contact information for a primary contact for charter school application questions.
- Applicants may contact the Department for two reasons: (1) to ask questions about BESE's charter application process, and (2) if they are unable to identify or reach a primary charter application contact within a local school district. David Shepard is the primary charter application process contact at the Department. He may be reached via email at david.shepard@la.gov or via phone at 225.342.7185.

New Operator Application

If you are a new operator, no later than 3:00 pm CT on Friday, March 6th, you should submit four documents to each authorizer to which you are applying: a proposal overview (new operator or experienced operator), an application, a finances template, and an eligibility form. Follow the links to find the three hyper-linked forms above. Keep in mind that districts 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 district's website.

Applications should include only the information requested below, saved in a single PDF file. Applications should be no more than 50 pages, excluding the requested Appendices A, B, and C. There are no page limits for individual sections except for the Executive Summary.

Please clearly label each section of your application. There are no specific format requirements for the application that you submit, but keep in mind that your application is a professional document. The quality of the document that you submit should reflect the quality of the school that you propose to open. Evaluators will be able to navigate well-organized, effectively-edited documents easily, thereby focusing their energy on reviewing the content of each application.

The purpose of this application is to assess the readiness of charter applicants to produce high-quality student outcomes exceeding the results that charter schools must achieve to remain in operation.

School leadership plays a fundamental role in the success of any new charter school. This application in its entirety should be considered an assessment of the strategic thinking of the school leader, 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, including:

- The problem that you are starting a school to address and why it needs to be addressed;
- The unique elements of your educational model that will meet the needs of your target student population; and,
- The expected outcomes for students both in the short run – after they graduate from your school – and in the long run, as adults.

Vision

(1) Why do you want to start a school? Identify and describe in detail the problem that you are starting a school to address.

(2) Provide the mission of your school.

(3) Provide a vision for your school that clearly illustrates how your school will put students on a trajectory for lifelong success.

Students

(1) Describe the characteristics of the student population that your school will serve. The student population that you describe should be consistent with the enrollment projections that you provide in your proposal overview.

(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 50-page limit.

(3) Describe the performance goals that you will achieve to put students on the path towards achieving your vision. Start with baseline data for all performance goals. Include the goals that you will reach in years one through five, the length of your first charter contract.

Theory of Change

(1) Identify your educational model. Describe the underlying theory that explains why your educational model will address the problem you have identified.

(2) Describe the concrete structures, policies, and practices that you will implement in order to operationalize the theory you described in (1). [1]

(3) Describe a day in the life of a student at your school. Provide a weekly student schedule and a calendar of special events that will happen throughout the school's inaugural year.

(4) For all core content and mission-related subject areas:

- Describe the teaching methods and curriculum that will be used;
- Identify who will teach the material (school staff or partner organization); and,
- Explain why the teaching methods and curriculum were selected.

(5) Describe the systems you will use to reflect on your school's progress towards achieving its goals and to make course corrections as necessary.

Teachers and Partners

(1) Provide an organizational chart, including partner organizations. Include job descriptions that summarize the scope of work for all staff on the school leadership team.

(2) Describe your teacher recruitment and retention strategy.

(3) For each partner with which you already have a preliminary written agreement, provide a list of the services that are specified in the agreement. Describe why the partners you have selected are the best-fit organizations to provide the services you have listed.

(4) Describe the expectations for teachers and for all partner organizations. How will you clearly communicate these expectations and ensure that teachers and partners stay on track towards meeting expectations.

Culture

(1) Describe the values that will define your student culture. Also provide your plan for setting and maintaining positive student norms and behavior expectations.

(2) Describe the steps that you will take to invest staff in the vision and to sustain their investment.

(3) Define the norms that will shape the interactions between administrators and teachers and among teachers, the reason each norm is important, and the steps that you will take to

[1] Structures are ways of grouping people (administrators, teachers, parents / guardians, and / or students). Policies are formal rules that govern how people interact. Practices are specific events, activities, or routine behaviors.

teach and reinforce these norms.

Board Readiness

(1) Describe the role that each board member will play on the board. As Appendix B, provide a one-page resume for each of your identified board members. Appendix B will not count towards the 50-page limit.

(2) Provide evidence of the board's readiness to leverage and sustain relationships with key stakeholders.

(3) Describe the steps the board will take to ensure that the school leader keeps the school on track to achieve its vision. Specifically, describe:

- The information the board will collect;
- The systems by which the board will collect information;
- The standards the board will use to evaluate information it collects; and,
- The process(es) by which the board will evaluate information and make decisions.

Financial Readiness

(1) Do you plan to use a financial manager or a back-office service provider?

(2) 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.

(3) To whom will your financial manager or back-office service provider report: the school leader or the board?"

(4) 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.

(5) Describe the accounting and control systems you will install, including essential checks and balances. Please indicate how a culture of proper financial controls and reporting will become an essential component of your organizational culture.

Special Student Populations

(1) Provide a detailed special education plan describing how you will ensure that all special education students succeed academically and socially. Describe plans for recruiting, identifying, serving, and disciplining special education students. Include plans for involving families in special education decisions as well.

(2) Provide a detailed English Language Learner plan describing how you will ensure that all English Language Learners succeed academically and socially. Describe plans for recruiting, identifying, and serving English Language Learners. Include plans for engaging non-English speaking families of English Language Learners as well.

Experienced Operator Application

If you are an experienced operator, no later than 3:00 pm CT on March 6th, you should submit four documents to each authorizer to which you are applying: a proposal overview (new operator or experienced operator), an application, a finances template, and an eligibility form. Follow the links to find the three hyper-linked forms above. Keep in mind that districts 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 district's website.

Applications should include only the information requested below, saved in a single PDF file. Applications should be no more than 40 pages, excluding the requested Appendices A and B. There are no page limits for individual sections except for the Executive Summary.

Please clearly label each section of your application. There are no specific format requirements for the application that you submit, but keep in mind that your application is a professional document. The quality of the document that you submit should reflect the quality of the school that you propose to open. Evaluators will be able to navigate well-organized, effectively-edited documents easily, thereby focusing their energy on reviewing the content of each application.

The purpose of this application is to assess the potential of charter applicants to produce high-quality student outcomes exceeding the results that charter schools must achieve to remain in operation.

Executive Summary

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

- The outcomes you will achieve;
- The key components of your scale strategy; and
- Your approach to mitigating the threats most likely to hinder your success.

Growth Plan

(1) Describe the number of schools that you plan to open in Louisiana every year for at least the next five years, the year in which each school will open, and the demographic characteristics of the students to be served by each school. If your network operates multiple models, identify the model that you will open in each location.

(2) If you are simultaneously opening new schools in other states or have submitted applications to open schools in new states, provide a list including the name and location of each school, the authorizer and application status for each application, and the number of students served by each proposed school.

(3) Describe the vision for your organization after your growth plan has been implemented. In what way will your growth in Louisiana contribute to that vision?

(4) Describe the specific student population that your proposed school(s) will serve. Identify the needs of your intended student population.

Past School Performance

In your proposal overview you provided performance data on the schools your organization currently operates or has previously operated. If necessary, provide a brief accompanying narrative that describes your organization's success educating a similar demographic population

to the population you intend to educate in Louisiana. Please note that the school district(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:

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

Theory of Change

(1) Identify your educational model. Describe the underlying theory that explains why your educational model will address the problem you have identified.

(2) Describe the concrete structures, policies, and practices that you will implement in order to operationalize the theory you described in (1). [2]

(3) Describe a day in the life of a student at your school. Provide a weekly student schedule and a calendar of special events that will happen throughout the school's inaugural year.

(4) For all core content and mission-related subject areas:

- Describe the teaching methods and curriculum that will be used;
- Identify who will teach the material (school staff or partner organization); and,
- Explain why the teaching methods and curriculum were selected.

(5) Describe the systems you will use to reflect on your school's progress towards achieving its goals and to make course corrections as necessary.

Scale Strategy

(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 and the new schools.

(2) If your organization operates schools in other states, compare your efforts to scale operations to Louisiana to past scale efforts in other states.

(3) Describe your plan for embedding the fundamental features of the model that you described in your theory of change into the schools that you plan to open.

Risks and Associated Contingency Plans

(1) Organizations that operate multiple schools should discuss the results of past scale efforts and lessons learned. Include particular challenges or troubles encountered and how you addressed them. Organizations that operate only one school should address challenges encountered while growing their initial school.

(2) Identify the greatest new threats to your success.

(3) Describe any changes to the leadership personnel or leadership structure of your

[2] Structures are ways of grouping people (administrators, teachers, parents / guardians, and / or students). Policies are formal rules that govern how people interact. Practices are specific events, activities, or routine behaviors.

organization over the last two years.

(4) Reflect on the countermeasures you will take to minimize the possibility that the risks you identified in (1) – (3) will prevent you from achieving your targeted student outcomes.

Board Readiness

Boards that do not currently oversee any charter schools in Louisiana should respond to the following prompts.

(1) Describe the role that each board member will play on the board. As Appendix A, provide a one-page resume for each of your identified board members. Appendix A will not count towards the 40-page limit.

(2) Provide evidence of the board's readiness to leverage and sustain relationships with key stakeholders.

(3) Describe the steps the board will take to ensure that the school leader keeps the school on track to achieve its vision. Specifically, describe:

- The information the board will collect;
- The systems by which the board will collect information;
- The standards the board will use to evaluate information it collects; and,
- The process(es) by which the board will evaluate information and make decisions.

Educational Services Provider Contract

Complete this section if applicable. If your non-profit plans to use an Educational Service Provider (ESP), please provide as Appendix B a copy of the ESP contract that you non-profit board will sign with the Educational Service Provider that you have selected.

Louisiana Believes

2015 Charter School Application Evaluation Rubric

For applications submitted to

The Louisiana Board of Elementary and Secondary Education

DEPARTMENT of EDUCATION
Louisiana Believes

2015 Charter School Application Evaluation Rubric

The purpose of the state's charter school application process is to provide a rigorous, comprehensive, unbiased evaluation of all charter applicant groups according to clearly defined standards. Charter applicant groups should use the standards described in this document to develop written plans, craft short personal responses, and prepare for in-person interview questions and scenario-based role plays that will take place throughout the charter school evaluation process.

The Evaluation Process

The charter evaluation process consists of multiple assessments so that applicant groups are afforded the opportunity to present various forms of evidence of their readiness to launch a school. Charter applicant groups will be evaluated by SchoolWorks, an independent nonprofit charter evaluation organization with which the Department has contracted.

Evaluation Stage	What is evaluated?	What is used as evidence?
1 (Application)	The charter applicant group's collective preparedness for strategic thinking is evaluated through educational and financial plans for the design of a new school.	SchoolWorks will use textual evidence to assess whether each standard is met.
2 (Founder's Submission)[1]	Short answer responses by board members and the proposed school leader enable the evaluation of the preparedness of these individuals to implement the educational model and govern the school.	SchoolWorks will use narratives of past experiences as evidence of behaviors that board members and the school leader exhibit in different situations in order to assess whether each standard is met.
3 (Interview)	Applicant groups have the opportunity to meet standards that were not met in stages 1 and 2: • Interview questions enable applicant groups to explain the strategic thinking behind the plans presented in Stage 1. • Live role plays in response to scenarios presented by SchoolWorks enable groups to model the standards evaluated in Stage 2.	SchoolWorks will use text from the interview script and the script created by observing actions and interactions through scenarios to assess whether each standard is met.

Applicant groups complete universal forms in stages 1 and 2 of the application process. In these stages, SchoolWorks will evaluate charter applicant group submissions according to both a set of holistic standards and a set of standards unique to each stage. Applicant groups will be given the opportunity to address all standards in stage 3 that have not yet been met.

A Detailed Explanation of Stage 3:

[1] Experienced operators may not be required to complete a Founder's Submission or may be required to complete only part of the Founder's Submission. The Founder's Submission guidelines provide more detail on Founder's Submission completion requirements.

In stage 3 of the application process, the number of minutes applicant groups may use to address unmet standards will be determined by dividing the total amount of time for stage 3 interview questions and scenarios by the number of unmet standards. The interview questions and scenarios presented to applicant groups in stage 3 will be custom-tailored to each group.

Applicant groups will not be asked to present evidence in stage 3 of a standard that was met in stage 1 or 2, but if an applicant voluntarily presents new evidence that a standard is not met, SchoolWorks may change a previous determination.

SchoolWorks' Recommendations and Opportunities to Respond:

After both stages 2 and 3 of the evaluation process, SchoolWorks will provide the Department with a recommendation for each charter applicant group. Each SchoolWorks recommendation consists of two parts - an Executive Summary and a feedback form that provides evidence to support the recommendation.

Charter applicant groups may write a response to both recommendations. Both responses will be limited to three pages.

- **Draft Recommendation and Response:** Between stages 2 and 3 of the evaluation process, applicant groups may provide SchoolWorks with additional evidence based on the draft recommendation. Applicant groups may provide new plans not included in stage 1, describe new plans to replace plans described in stage 1, or describe new experiences not included in stage 2.

  Applicant groups may also identify any factual inaccuracies in SchoolWorks' draft recommendation. Support must be provided to back up all claims of factual inaccuracy.

- **Final Recommendation and Response:** SchoolWorks will create a written final recommendation for all application groups following stage 3 of the evaluation process. Applicant groups may address the final recommendation in a response to the Department. In this response applicant groups may only identify factual inaccuracies in SchoolWorks' draft recommendation. Support must be provided to back up all claims of factual inaccuracy.

Applicant groups should meet all standards for SchoolWorks to advise that the Department recommend to BESE to approve a charter applicant group.

The Department recommends to BESE whether to approve or deny each charter application.

The Standards

The charter school application process rubric includes three sets of standards:

(1) Holistic standards that evaluators will apply across all evidence presented,

(2) Standards that apply to specific pieces of evidence presented in the application, and
(3) Standards that apply to specific pieces of evidence presented in the Founder's Submission.

Holistic Standards:

When evaluating the evidence provided by charter applicant groups, SchoolWorks will evaluate the following holistic standards in addition to the standards within each section. Holistic standards are considered met unless SchoolWorks identifies evidence that they are not met. SchoolWorks may identify evidence of a holistic standard in any stage of the application process.

Standard	Example Evidence of Standard Not Being Met
Comprehensiveness - No requested information or essential pieces of the educational model are left out of the proposal.	A student recruitment plan is not discussed anywhere in the application.
Support - All claims are backed up with data, citations, or expert testimony.	The application states that 150 parents would send their kids to the proposed school but does not say how the data was collected or why it is reliable.
Mission Alignment - All pieces of the plan are working towards the same purpose.	The application includes a character education program, but character education is neither a component of the mission nor is there a description of how character education will contribute to the academic purpose of the school described by the mission.
Cohesion - All pieces of the plan are integrated with each other.	The number of students used to create financial projections is not the same as the target number of students described in the community needs section.

New operator application standards begin below. Experienced operator application standards begin on page 10. Founder's Submission standards are described in the Founder's Submission guidelines.

New Operator Application Standards

Vision

Question 1: Problem

(a) The applicant group is trying to solve a problem related to student outcomes.

(b) The problem the applicant group is trying to solve exists and can be shown to exist with data.

(c) The applicant group can prove that the identified problem is in fact problematic by describing the negative outcomes that result from the problem. [2]

[2] An applicant group that says that the problem is that their solution is not yet implemented will not meet this standard.

(d) The applicant group can list the discrete causes of the problem they have identified.

(e) For each identified cause, the applicant must be able to make a logical connection to the problem and provide reliable evidence to support the connection.

Question 2: Mission

(f) The mission statement identifies the role of the school in addressing the problem that the school exists to address.

Question 3: Vision

(g) The vision describes what long-term success for students looks like if the applicant group fulfills the role described in its mission.

Students

Question 1: Student Population

(a) The applicant group intends to enroll students from a student population that exists and can be shown to exist with data.

(b) [If applicable] If the school intends to enroll a proportion of students from a specific sub-group, that sub-group should be shown to exist through data as well.

Question 2: Recruitment

(c) The applicant group identifies the underlying reasons why the target parents / guardians and students would want to attend the school.

(d) The activities within the recruitment plan describe a logical series of steps that the applicant group will take to convert interest in the school to enrollment.

(e) The applicant group has recruitment plans that, if successful, will yield a number of students equal to or greater than Year 1 enrollment targets.

(f) Recruitment, admissions, and enrollment practices are legally compliant.

Question 3: Student Performance Goals

(g) Performance goals are set from an accurate starting point. Baseline data should be for the same metrics that the school will use to measure results. The applicant group has accurate estimates of baseline performance if specific data for the target population is not available.

(h) Performance goals set high expectations for all students and for all target outcomes.

(i) Expectations are grounded in logic that describes why performance targets are ambitious and feasible.

(j) The applicant group has plans for collecting accurate and unbiased information for measuring student progress towards meeting performance expectations.

(k) Performance targets for student outcomes upon graduation will keep students on a path to achieve lifelong success.

Theory of Change

Question 1: Theory

(a) The applicant group describes a clear connection between the root causes of the problem that the school seeks to address and the underlying theory that supports the use of the selected educational model.

Question 2: Practice

(b) The applicant group identifies the most impactful structures, policies, and / or practices of the educational model.

(c) The application group describes in specific, detailed steps how each of these components of the model will address the problem and drive the intended student outcomes.

Question 3: Time

(d) The applicant group allocates time daily and throughout the year in such a way that it will be able to implement its educational model and achieve all target outcomes.

Question 4: Content

(e) The applicant group selects curricula - for all elements of their specific model - that support their educational model's underlying theory.

(f) The applicant group selects rigorous curricula.

Question 5: Reflection

(g) The applicant group describes structures and systems that actively identify, evaluate, and resolve critical issues.

Teachers and Partners

Question 1: Organization and Administration

(a) The organizational chart and job descriptions indicate that the applicant group has identified all essential responsibilities necessary to implement the educational model.

Question 2: Recruitment [3]

[3] In the Teachers and Partners section of the 2015 Common Charter Application, Prompt (2) should have read "Describe your administrator, partner, and teacher recruitment and retention strategy." The rubric therefore includes standards that apply to all staff represented in this prompt.

(b) The applicant group identifies minimum required skill sets for administrators that would enable them to fulfill their job descriptions.

(c) The applicant group provides a logical series of steps that describes how they selected or will select administrators that meet minimum requirements for each administrative position.

(d) The applicant group presents data that shows that the pool of teachers from which the applicant group intends to recruit exist.

(e) As a result of the recruitment process, a sufficient number of teachers who meet the applicant group's minimum requirements for acceptable teachers will choose to work at the applicant group's school.

(f) The applicant group identifies minimum required skill sets for partner organizations that will enable them to fulfill their duties as identified in the organizational chart.

(g) The applicant group provides a logical series of steps that describes how they will identify and contract with partner organizations that have the minimum required skill sets.

Question 3: Partners

(h) All already formed partnerships are evidenced through the existence of written agreements.

(i) Existing agreements specify scopes of service that encompass duties described in the organizational chart.

Question 4: Teacher and Partner Performance Expectations

(j) The applicant group shows that teacher and partner expectations are logically connected to student performance goals in such a way that the school will achieve its student performance goals if performance expectations for teachers and partner organizations are met.

(k) The applicant group has plans for collecting accurate and unbiased information for measuring teacher and partner progress towards meeting expectations.

(l) Systems and structures for ensuring partners and teachers achieve their expectations identify and address the root causes of performance deficiencies.

Culture

Question 1: Student Culture

(a) The applicant group lists the specific set of student behaviors associated with each value.

(b) The applicant group demonstrates that the student behaviors associated with each value will help students achieve the target student performance goals.

(c) The applicant group describes a logical series of activities that will cause students to consistently exhibit student behaviors associated with core values.

Question 2: Staff Investment in Vision

(d) The applicant group identifies clear signals that staff members are invested in the vision.

(e) The applicant group describes logical systems and processes for investing staff in the vision and sustaining that investment.

Question 3: Staff Culture

(f) The applicant group lists the specific set of teacher and administrator behaviors associated with each norm.

(g) The applicant group describes the ways in which each norm will better enable staff to work towards meeting expectations.

(h) The applicant group describes a logical series of activities that will cause administrators and teachers to consistently exhibit behaviors associated with each norm.

Board Readiness

Question 1: Board Skills

(a) Each board member's described role on the board matches their professional skill set.

(b) For each of the following areas, at least one board member has the appropriate knowledge to recognize if the school is at risk of failing to achieve its mission because it is going astray - academics, finances, legal issues, management and operations, and community relations.

Question 2: External Engagement

(c) The board can provide evidence that it has built a relationship with one or more stakeholder(s) who contribute(s) in a material, strategic way to ensuring that the school opens and stays open.

Question 3: School Leader Accountability

(d) The board articulates a set of standards that the school leader must satisfy in order to keep the school on track to achieve its vision.

(e) The board provides logical evidence that the school will achieve its target student outcomes if the school leader satisfies the standards set forth by the board.

(f) The information that the board collects will enable the board to determine if the school leader has satisfied each standard.

(g) The board puts into place a structure that enables it to collect the information it needs.

(h) In cases in which the school leader does not meet the standards established by the board, the board applies a logical decision-making framework and process that results in decisions that are most likely to further the school's mission.

Financial Readiness and Finances

Finances Template:

(a) Projections are based on accurate, conservative, and legally compliant assumptions.

(b) All funds from external sources are guaranteed.

(c) No essential services are funded at amounts that would preclude the applicant group from implementing their plan.

(d) The fund balance is in alignment with expectations described on page 12 of the Charter School Performance Compact.

(e) The debt-to-asset ratio is less than 0.9.

(f) There is no evidence that the school ever will become insolvent or lack access to the necessary amount of liquidity.

(g) [If applicable] There are no material findings in the non-profits organization's most recent audited financial statements.

(h) Assumptions about facilities in all financial statements correspond to a conservative facility plan and account for possible contingencies.

Questions 1-3: Financial Manager

(i) The financial manager has the appropriate expertise to provide accurate and timely financial information to decision-makers.

Questions 4: Budgeting

(j) The charter applicant group protects mission-critical expenses when faced with budget cuts.

Question 5: Controls

(k) There is appropriate segregation of financial duties.

(l) Control systems ensure that only allowable expenses will be made and that all expenses will be coded appropriately.

Special Student Populations

(a) Plans for serving special education students and English Language Learners are designed to meet legal expectations and are adequately resourced.

Experienced Operator Application Standards

Growth Plan

(a) The charter applicant group will adapt to meet changing community needs for any school opening later than the first year in the growth plan by conducting a new needs assessment.

(b) The charter applicant group clearly defines the demographic characteristics of the target student population to be served in all communities.

(c) The charter applicant group demonstrates that there is sufficient demand from families for seats at the school(s).

(d) The charter applicant group clearly articulates their mission.

(e) The charter applicant group articulates how achieving the group's five-year growth plan in Louisiana fully aligns with their mission.

Past School Performance

(a) The applicant group describes a cohesive and systematic strategy for acknowledging and learning from performance deficiencies rather than trying to downplay failures.

(b) The applicant group can successfully educate students who are demographically similar to the students they would serve in Louisiana.

(c) The applicant group provides assurance that the causes for any litigation, audit findings, or authorizer intervention would not harm future schools in Louisiana.

(d) The applicant group can successfully educate students in schools that use the same model(s) that the operator will employ in Louisiana.

Theory of Change

(a) The applicant group describes a clear connection between the root causes of the problem that the school seeks to address and the underlying theory that supports the use of the selected educational model.

(b) The applicant group identifies the most impactful structures, policies, and / or practices of the educational model.

(c) The application group describes in specific, detailed steps how each of these components of the model will address the problem and drive the intended student outcomes.

(d) The applicant group allocates time daily and throughout the year in such a way that it will be able to implement its educational model and achieve all target outcomes.

(e) The applicant group selects curricula - for all elements of their specific model - that support their educational model's underlying theory.

(f) The applicant group selects rigorous curricula.

(g) The applicant group describes structures and systems that actively identify, evaluate, and resolve critical issues.

Scale Strategy

(a) The applicant group uses meaningful and accurate feedback to adjust the support provided to local implementers.

(b) The central office provides sufficient financial and human capital resources to support the successful launch of new schools.

(c) The application clearly lists and differentiates between the responsibilities of the central office and local implementers.

Risks and Associated Contingency Plans

(a) The applicant group follows a protocol for regularly and thoroughly scrutinizing the organization for vulnerabilities.

(b) The applicant group seeks organizational improvement by encouraging staff to point out vulnerabilities and welcoming solutions to address them.

(c) The applicant group describes a process for regularly and thoroughly scrutinizing the organization for vulnerabilities.

(d) Risks described in the application threaten the ability of the organization to achieve its mission.

(e) Contingency plans would minimize the damage done towards achieving the mission.

Board Readiness

(a) Each board member's described role on the board matches their professional skill set.

(b) For each of the following areas, at least one board member has the appropriate knowledge to recognize if the school is at risk of failing to achieve its mission because it is going astray - academics, finances, legal issues, management and operations, and community relations.

(c) The board can provide evidence that it has built a relationship with one or more stakeholder(s) who contribute(s) in a material, strategic way to ensuring that the school opens and stays open.

(d) The board articulates a set of standards that the school leader must satisfy in order to keep the school on track to achieve its vision.

(e) The board provides logical evidence that the school will achieve its target student outcomes if the school leader satisfies the standards set forth by the board.

(f) The information that the board collects will enable the board to determine if the school leader has satisfied each standard.

(g) The board puts into place a structure that enables it to collect the information it needs.

(h) In cases in which the school leader does not meet the standards established by the board, the board applies a logical decision-making framework and process that results in decisions that are most likely to further the school's mission.

Financial Readiness and Finances

(a) Projections are based on accurate, conservative, and legally compliant assumptions.

(b) All funds from external sources are guaranteed.

(c) No essential services are funded at amounts that would preclude the applicant group from implementing their plan.

(d) The fund balance is in alignment with expectations described on page 12 of the Charter School Performance Compact.

(e) The debt-to-asset ratio is less than 0.9.

(f) There is no evidence that the school ever will become insolvent or lack access to the necessary amount of liquidity.

(g) [If applicable] There are no material findings in the non-profits organization's most recent audited financial statements.

(h) Assumptions about facilities in all financial statements correspond to a conservative facility plan and account for possible contingencies.

(i) The financial manager has the appropriate expertise to provide accurate and timely financial information to decision-makers.

(j) The charter applicant group protects mission-critical expenses when faced with budget cuts.

(k) There is appropriate segregation of financial duties.

(l) Control systems ensure that only allowable expenses will be made and that all expenses will be coded appropriately.

Educational Service Provider Contract

(a) The board maintains independence from the ESP by articulating strong accountability provisions and avoiding opportunities for the ESP to gain leverage over the board.

(b) The ESP cannot control board membership.

(c) The ESP contract does not allow for any form of leverage - including but not limited to severance fees and facilities ownership - by which the ESP can ensure renewal of their contract.

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Louisiana Charter School Performance Compact (Types 2, 4, and 5 Charter Schools)

OBJECTIVE

To provide charter school operators and boards with clear expectations, fact-based oversight, and timely feedback while ensuring charter autonomy.

- Clear standards, timely feedback, maximum transparency
- Objective information for schools, students, and families
- Differentiated oversight including incentives for high-performing charter schools
- Comprehensive information to guide charter extension and renewal determinations

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- Crescent City Schools
- Crocker Arts and Technology School
- Delhi Charter School
- FirstLine Schools
- The Intercultural Charter School
- KIPP New Orleans
- Lycee Francais de la Nouvelle Orleans
- Milestone SABIS Academy
- Morris Jeff Charter School
- The NET Charter School
- New Beginnings Schools
- New Orleans College Prep Schools
- ReNEW Schools
- Sean M. Bruno, CPAs

Section 1: Introduction

This document describes the Louisiana Charter School Performance Compact, the accountability mechanism for all charter schools authorized by the Louisiana Board of Elementary and Secondary Education.

This document provides:

- a conceptual overview of the Charter School Performance Compact (the body of the document); along with
- the specifics regarding Performance Compact implementation developed with charter school leader input (the appendices).

In addition to establishing performance criteria for charter schools, the Charter School Performance Compact also ensures that the Louisiana Department of Education is accountable to charter schools.

The Department is accountable for implementing a rigorous and fair oversight process that respects the autonomy that is vital to charter school success.

It is this *mutual obligation* that drives the Charter School Performance Compact – a collaborative effort with the common objective of providing Louisiana students with a high quality education that prepares them for post-graduation academic and career success.

Charter School Performance Compact LDE / RSD Obligations
• Clearly communicate standards and expectations to schools; • Conduct a transparent, consistent, and predictable oversight process; • Conduct an oversight process that is respectful of schools' autonomy; • Focus on student outcomes and not on inputs; • Provide fact-based feedback to schools and communities indicating where schools stand relative to performance compact expectations and standards.

Section 2: Objective of the Charter School Performance Compact

The Louisiana Department of Education (LDE) Office of School Choice (OSC) and the Recovery School District (RSD) Office of School Performance (OSP) together have the responsibility of making sure charter schools provide an excellent education for Louisiana public school students.

Both the OSC and the OSP acknowledge that charter schools need independence in order to develop and apply the policies and educational strategies that maximize their effectiveness.

The Louisiana Charter School Performance Compact balances these two considerations.

The objective of the Charter School Performance Compact is to provide charter school operators and boards with clear expectations, fact-based oversight, and timely feedback while ensuring charter autonomy.

In addition to achieving this objective, the Performance Compact should deliver important secondary benefits:

- incentives for high-performing charter schools that regularly achieve their academic, financial soundness and organizational performance standards;
- comprehensive information for data-driven charter extension and renewal determinations;
- differentiated oversight based on each school's performance;
- maximum transparency so all stakeholders can understand where charter schools are meeting or exceeding standards, and where they are failing to achieve key performance standards; and
- objective information for students and families who want to learn more about the charter schools in their community.

The Performance Compact describes methods that seek the optimal balance between oversight and independence, while delivering the secondary benefits important to each targeted stakeholder. The Performance Compact is a dynamic process subject to continuous review and improvement.

The Department of Education and the Recovery School District invite Louisiana's charter schools to be partners in the development and continuous improvement of the Performance Compact.

Section 3: Performance Compact Assessment Components

The Performance Compact assesses schools on their ability to operate as sound, independent entities that successfully serve all students. The Department of Education and the Recovery School District have selected assessment components that strike the balance between easy-to-submit documents and data that provide fact-based insight on school performance.

Routine Year Round Submissions

During the year, schools are required to submit a variety of academic, financial, and organizational data to the LDE. It is vital that this information is submitted by the given due date. These required submissions are often linked to funding allotments or federal reporting requirements. See Appendix A for greater detail on each requirement and its function.

Performance Frameworks

Academic – A school's SPS score and letter grade will be used to determine the school's academic performance within the Academic Performance Framework. We will include additional academic evidence like special education student performance and SPS bonus points awarded when compiling the annual school report for boards and leaders. We believe this performance is indicative of a school's academic success and dedication to serving all students at a high level.

Financial – The fiscal viability of schools is measured through four indicators: 1) fund balance; 2) audit findings; 3) debt to asset ratio; and 4) timely reporting. These four indicators will be evaluated on an annual basis.

Organizational – The organizational performance framework provides performance targets for the legal and contractual obligations that schools must meet. There are six areas of focus: 1) enrollment; 2) facilities; 3) special education and at-risk student populations; 4) governance; 5) discipline; and 6) health and safety. Schools begin with 100 points and provide assurances that they are following policies and procedures mandated by statute and bulletin. A school loses points when it receives more than one Notice of Concern or one Notice of Breach per indicator.

There are several indicators that we deem as "Critical Indicators." These indicators are highlighted in yellow in Appendix B. If schools fail to perform in these highlighted areas, they will bypass Level 1 intervention and automatically receive a Notice of Breach. They must cure this concern in order to receive an Organizational Performance Framework score.

Annual Review

The annual review is a process that compiles all data from the Performance Compact components and provides a year-long evaluation of school performance. In the annual review, each school will receive academic, financial, and organizational performance ratings. Each framework has a variety of indicators that are worth points which are totaled to arrive at a rating.

We are committed to clearly communicating information from the Charter School Performance Compact to families, schools, and the public. Annual reviews will be provided to charter school boards of directors and school leaders each October following the release of School Performance Scores. These reviews will also be posted on the Louisiana Department of Education website.

Section 4: Performance Compact Process Description

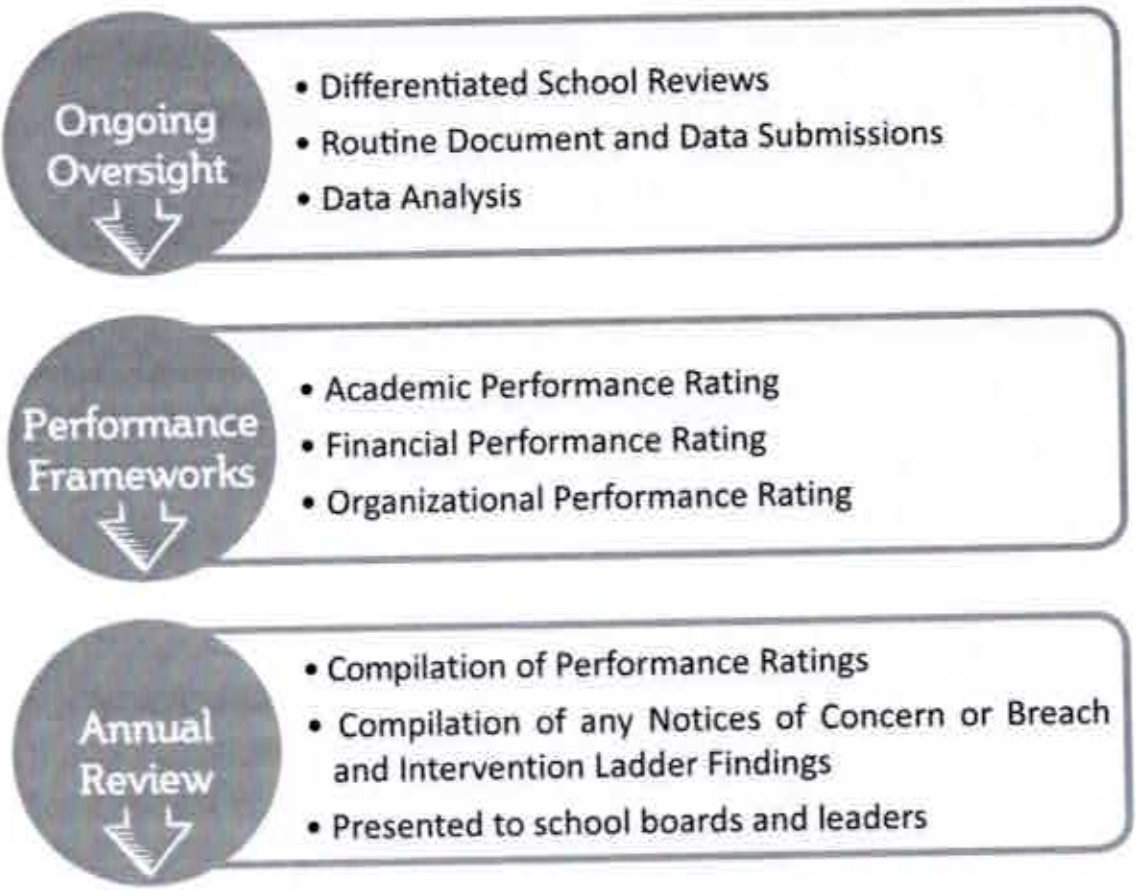
Process Description

The Office of School Choice and the Office of School Performance have collaborated with charter school leaders to develop the Performance Compact process depicted in this flowchart. Throughout the school year, every charter school will submit scheduled documents and data that enable us to assess their compliance with critical policies and laws, and their progress in achieving important school milestones.

The document submissions required – and the timetable for each submission – are indicated in the Reporting Calendar (see Appendix A).

During the year OSC/OSP team members will visit the campus of each charter school. The frequency and intensity of visits will depend on a school's performance and eligibility for a high-stakes decision.

At the end of each school year, every charter school will receive an Annual Review. The Annual Review analyzes a school's academic, financial and organizational performance scores along with information collected from the regular oversight process. The parameters of these analyses are indicated in detail in Appendix B, "Detailed Performance Indicator Descriptions."



Differentiated Oversight: Site Visits vs. School Tours

Site visits and school tours provide us with a chance to connect with school leaders and boards, collect supporting evidence for renewal and extension decisions, ensure the safety of school buildings, and verify that the needs of special student populations are being met. While the frequency and intensity of visits will depend on a school's performance and eligibility for a high-stakes decision, no visit will last longer than one day. Furthermore, we will notify schools of the nature and timing of their visit in advance.

School Tours – Schools that are high performing in all three of the performance frameworks and aren't up for a renewal or extension decision will receive a school tour. These tours are designed to conform to the daily routine of high-performing schools with minimal disruption. They may include:

Component	Objective
Policies and Procedures Follow-Up	Ensure that schools have policies and procedures in place
Informal Classroom Visits	Gain a greater understanding of school operations
Facility Review	Evaluate the health and safety of the school facility
School Leader Conversation	Discuss the direction of the school and its continued path to success

Site Visits – Schools that are lower performing or are up for a renewal or extension decision will receive a more intensive annual site visit. These visits will examine school operations thoroughly in order to make informed renewal or extension decisions or to highlight areas of growth for schools with staggering performance. They may include:

Component	Objective
Policy and Procedures Audit	Ensure that schools have all required policies and procedures in place to operate sound schools
Classroom Visits	Gain a greater understanding of school operations and school quality
Facility Review	Evaluate the health and safety of the school facility
Special Education Coordinator Interview	Gain additional information about how the school supports special student populations
School Leader Interview	Assess the school leader's operation of the school
Board/CMO Interview	Assess the board's understanding of the school's performance and any future plans for improvement

Specific issues may arise that necessitate another visit. In this case, we will provide schools with as much advance notice as possible.

Intervention Ladder

Occasionally, the routine Performance Compact process will result in adverse findings. Charter schools may fall out of compliance on important legal or contractual requirements. Academic standards may not be met. Financial soundness may become an issue. When these situations occur, schools enter into the intervention process.

Level 1: Notice of Concern

A school enters Level 1 upon receiving a Notice of Concern.

Level 2: Notice of Breach

A school enters Level 2 when it fails to correct a Notice of Concern or fails to meet a Critical Indicator.

Level 3: Revocation Review

A school enters Level 3 when it fails to meet its requirements or schedule of a Notice of Breach.

All schools begin outside of the intervention ladder and are considered to be in ***Good Standing***. Schools in good standing receive non-invasive regular oversight and submissions tracking. Schools must meet performance targets and maintain open communication with us in exchange for this level of non-invasive oversight.

Schools can enter ***Level 1*** of the intervention ladder if OSC / OSP receives a substantiated complaint of significant concern, or if regular oversight generates significant questions or concerns. We will contact the school leader and Board president to issue a formal Notice of Concern. The Notice of Concern contains specific actions and due dates required to remedy the concern. Upon remedying the concern, the school returns to ***Good Standing***. If the concern is not remedied in the time allotted, the school progresses to ***Level 2*** of the intervention ladder.

At ***Level 2***, the school is issued a Notice of Breach. The Notice of Breach outlines the actions necessary to cure the breach. A school can enter the ladder at ***Level 2*** if it fails to meet a Critical Indicator or it fails to correct a Notice of Concern. Once a Notice of Breach is issued, the Office of School Choice/Office of School Performance monitors the school's implementation of the steps required to cure the breach. Once the school has met the Notice of Breach requirements, they exit from ***Level 2*** and return to in ***Good Standing***. Repeated Notices of Concern or Breach may lead to increased oversight.

Failure to meet the requirements specified in the Notice of Breach will result in entry to ***Level 3***, charter school revocation review. The review may include additional visits to the school or an in-depth audit to assess financial and organizational health. Schools in ***Level 3*** are at risk of contract revocation. Schools may also progress on the ladder to ***Level 3*** if they receive repeated Notices of Breach in the same school year. Findings from the revocation review will determine whether a school enters into revocation proceedings or is granted a revised Notice of Breach, returning to ***Level 2***.

In unfortunate cases, data gathered from the Performance Compact process can be used to initiate charter school revocation proceedings. The Office of School Choice and the Office of School Performance recognize the severity of this process and will use this authority only in the case of persistent shortcomings or a grave incident that threatens the health, safety, or welfare of children. If a school enters revocation proceedings, the Department of Education or Recovery School District will follow the revocation procedures outlined in Bulletin 126.

Renewal/Extension

The Performance Compact provides timely and accurate information necessary for appropriate charter renewal and extension decisions. Decisions will be made in accordance with Bulletin 126 and based on extensive longitudinal information over a school's charter term. We will consider document submissions, school tours and site visits, annual review reports, parental complaints, and other relevant information in their decisions.

Once a school has been recommended for renewal, the Office of School Choice/Office of School Performance will determine a renewal term length. Schools will receive base renewal term lengths determined by their Academic Performance letter grade. Schools that achieve financial and organizational scores in the rage of 80 – 100 are eligible for extra years added to the length of their charter terms. The table below details the number of additional years charter schools may earn.

Academic Base Terms	Financial & Organizational Additional Years	Potential Term Lengths
A – 6 Years	Up to 4 Additional Years for Financial and Organizational Performance	6 – 10 Years
B – 5 Years	Up to 2 Additional Years for Financial and Organizational Performance	5 – 7 Years
C – 4 Years	Up to 2 Additional Years for Financial and Organizational Performance	4 – 6 Years
D – 3 Years	No Additional Years Added	3 Years
F – 3 Years	No Additional Years Added	3 Years

Automatic Renewal

High-performing schools will also receive the added bonus of qualifying for automatic renewal. Qualifying schools must have an A or B academic letter grade and "Meets Expectations" ratings on the Financial and Organizational performance frameworks. Automatic renewal candidates will still receive their scheduled renewal site visit. The Department / RSD will notify schools shortly after this visit of their automatic renewal status and renewal term length. Schools receiving automatic renewals are exempt from the BESE renewal voting process. Schools that receive an automatic renewal are also eligible for replication without having to submit additional charter school applications.

Section 5: Performance Compact Timeline

The Performance Compact is implemented according to an annual timeline. The goals of the timeline: a) to set clear expectations for the Office of School Choice and the Office School Performance interaction with schools; while b) standardizing the oversight process.

Beginning of the School Year

- Schools receive reporting calendar from OSC or OSP
- Schools complete Organizational Performance Framework Self-Assessment and Assurances
- School leaders/board members contact OSC or OSP with any questions

During the School Year

- Schools submit the required documents listed in the reporting calendar on time
- OSC and OSP track submissions and school performance framework indicators
- Schools receive a school tour or site visit
- If issues arise or deficiencies are observed, schools enter the intervention ladder

End of the School Year

- OSC and OSP summarize all collected school performance data and assign performance scores and ratings
- OSC and OSP create school annual reviews that combine performance scores, site visit data, and school submission performance
- OSC and OSP share annual reviews with school leaders, school boards, and the public

Schools should contact OSC or OSP at any time for additional support on and information about meeting any of the Performance Compact components.

Appendix A: Reporting Calendar

AUGUST		
Document	**Due Date**	**Description**
SER IDEA Exit Count Snapshot	8/1/12	• Data Snapshot
Annual Integrated Pest Management Plan	8/1/12	• Details pest management prevention and extermination strategies • Submitted to Department of Agriculture and Forestry
Child Nutrition Program Application	Second Week of August	• Annual Application for Schools that Participate in Child Nutrition Programs
SEPTEMBER		
STS Transcripts for 9th-12th Grade	9/17/12	• High School Student Transcripts Snapshot
Approved Budget	9/30/12	• Board approved budget submitted to Education Finance
OCTOBER		
Annual Financial Report	10/1/12	• Final Deadline for Initial AFR Submission and Certification
Annual Financial Report	10/31/12	• Final Deadline for Finalized Submission
SPC Planned School Calendar Dates 1	10/31/12	• Upload school calendar to SPC system
SIS All Student Enrollment Oct 1 MFP Count	10/31/12	• All student information entered and correct by this date
SER IDEA Oct 1 Count	10/31/12	• Data Snapshot
PEP Oct 1	10/31/12	• LEA Staff counts and Salaries • All information entered and correct by this date
JANUARY		
SIS Dropout Corrections	1/11/13	• Dropout Corrects entered and correct by this date
SPC Planned School Calendar Dates 2	1/18/13	• Upload school calendar to SPC system
SIS LEADS as of Oct 1	1/18/13	• All student information entered and correct by this date
CUR LEADS as of Oct 1	1/18/13	• Curriculum Information • All information entered and correct by this date
PEP LEADS as of Oct 1	1/18/13	• Highly Qualified information and Class Schedules

FEBRUARY		
Document	**Due Date**	**Description**
STS Transcripts for 9th-12th Grade	2/18/13	• Data Snapshot
SER MFP as of Feb 2 Count	2/22/13	• Data Snapshot
SIS Feb 1 MFP	2/22/13	• All student enrollment information entered and correct by this date
SPC Planned School Calendar Dates 3	2/28/13	• Upload school calendar to SPC system
APRIL		
CVR from LEADS Oct 1	4/21/13	• Teachers view rosters • Note inconsistencies for update
MAY		
CVR Review and Update	5/17/13	• Teachers and principals review and update rosters • All updates completed by this date
JUNE		
STS Transcripts 9th-12th	6/17/13	• Data Snapshot
SPC Actual School Calendar Dates - End of Year	7/12/13	• School uploads actual school year calendar • All information entered and correct by this date
SIS End of Year	7/12/13	• Final Student Discipline and Attendance Information Entered and Correct by this date

Appendix B: Detailed Performance Indicator Descriptions

I. Academic Performance Framework – SPS Score

Letter	Score	Components
A	100-150	• **K-5** 100% Testing Performance
B	85-99.99	• **K-8, 7-8** 95% Testing Performance, 5% Dropout/Credit Accumulation Index
C	70-84.9	
D	50-69.9	• **9-12** 25% EOC test, 25% ACT, 25% Cohort Graduation Rate, 25% Grad Index
F	0-49.9	
Up to 10 bonus SPS points may be awarded for subgroup performance that meets or exceeds expectations		
K-8: Based on value-added model results		9-12: Based on growth on ACT series

Academic Supporting Evidence – Included in Annual Report to Charter Board

SPS Indicators	Special Education Indicators
Assessment Index (K-8, HS)	Percentage of Special Education Students Graduating with HS Diploma
SPS Bonus Points Awarded	Percentage of Special Education Students Dropping Out
Dropout Index (8th grade)	Percentage of Special Education Students Performing Proficient in ELA
Cohort Graduation Rate (HS)	Percentage of Special Education Students Performing Proficient in Math
Graduation Index (HS)	
ACT Average (HS)	

II. Financial Performance Framework – Financial Performance Score

Rating	Score
Meets Expectations	80 – 100
Approaching Expectations	60 – 79
Fails to Meet Expectations	0 – 59

Financial Performance Score Indicators

Indicators	Potential Points	Full Credit	Partial Credit	No Credit
Fund Balance	Full Credit – 30 points Partial Credit – 15 points No Credit – 0 points	Y1: >2% Y2: >3% Y3: >4% Y4: >5% Y5: >6% +Y5: >7.5%	Y1: 1-2% Y2: 1.5-3% Y3: 2-4% Y4: 2.5-5% Y5: 3-6% +Y5: 3.75-7.5%	Y1: <1% Y2: <1.5% Y3: <2 Y4: <2.5% Y5: <3% +Y5: <3.75%
Audit Findings	Full Credit – 30 points Partial Credit – 15 points No Credit – 0 points	Unqualified audit with no findings	Unqualified audit with no recurring or material findings	Unqualified audit with recurring or material findings Qualified audit
Debt to Assets Ratio	Full Credit – 20 points No Credit – 0 points	<0.9	N/A	>0.9
Timely Reporting	Full Credit – 20 points Partial Credit – 15 points Partial Credit – 10 points	All quarterly reports, AFR, and audit submitted timely	1 late – 15 points 2 late – 10 points	3-5 late

III. Organizational Performance Framework – Organizational Performance Score

Rating	Score
Meets Expectations	80 - 100
Approaching Expectations	60 - 79
Fails to Meet Expectations	0 - 59

All schools start with the full amount of points and assure that they follow these policies and procedures.

A school only loses points when more than 1 Notice of Concern is issued or a Notice of Breach is issued.

Components	
Key Indicator	**Points Possible**
Enrollment	20
Facilities	12
Special Education	28
Governance	20
Discipline	8
Health and Safety	12
TOTAL	**100**

Critical Indicators: Boxes highlighted below in yellow represent, high priority indicators. Non-compliance in one of these items triggers an automatic Notice of Breach.

Organizational Performance Score Indicators

A. Enrollment: Type 2 and 4 Schools

Indicators	Points	Detail	Credit
i. Student Enrollment and At-Risk Percentage	4		Enrollment data meets contract specifications
ii. School Follows Recruitment and Enrollment Plan, Lottery	4		No more than 1 Notice of Concern per Indicator No Notices of Breach per Indicator
iii. School Follows Attendance Laws, Truancy Policy, and Timely Transfer of Records	4		
iv. School Re-Enrolls High Percentage of Students	4	Percentage of students returning to school that aren't enrolled in a terminal grade	School's retention rate falls in the 75th percentile or higher of all schools' rates
v. School Has Low Transfer Rates During the School Year	4	Percentage of students who transfer schools for reasons outside of residency issues or hardship waivers	School's transfer rate is at or below the average transfer rate of all schools

Organizational Performance Score Indicators

A. Enrollment: Type 5 Charter Schools

Indicators	Points	Detail	Credit
i. Student Enrollment	4	Follows all components of the One App Process including appropriate child welfare and truancy policies	Critical Indicator
ii. Non-Discriminatory Admissions	4	Admissions process is non-discriminatory against students with disabilities	
iii. School Follows Attendance Laws, Truancy Policy, and Timely Transfer of Records	4		No more than 1 Notice of Concern per Indicator No Notices of Breach per Indicator
iv. School Re-Enrolls High Percentage of Students	4	Percentage of students returning to school that aren't enrolled in a terminal grade	School's retention rate falls in the 75th percentile or higher of all schools' rates
v. School Retains Students During the School Year	4	Percentage of students who transfer schools between October 1 and the end of the school year for any issue except for moving or graduation	School's transfer rate is at or below the average transfer rate of all schools

B. Facilities (Observed During Facilities Review)

Indicators	Points	Detail	Credit
i. School Meets Local and State Fire and Life Safety Codes	4		Critical Indicator
ii. School Meets Public Health Sanitary Codes	4		
iii. ADA requirements	4		No more than 1 Notice of Concern per Indicator No Notices of Breach per Indicator

C. Discipline

Indicators	Points	Detail	Credit
i. School adheres to BESE Model Master Discipline Plan	4		Critical Indicator
ii. Suspensions and expulsions are conducted properly	4		

Organizational Performance Score Indicators

D. Special Education, 504 Accommodations, and Other At-Risk Student Populations (Observed During Visit or Student Programs Monitoring)

Indicators	Points	Detail	Credit
i. Enrollment and Retention	4	• Students with Disabilities Enrollment reflects local averages • School maintains recurrent enrollment – term to term • School promotes attendance policy and intervention • School ensures provision of transition activities (age 16+) and access to programs that support diploma choices	No more than 1 Notice of Concern per Indicator No Notices of Breach per Indicator
ii. Schools identify at-risk students	4	• School locates and/or identifies students who are eligible for or may be eligible for special education services	Critical Indicator
iii. School Conducts Evaluations	4	• School conducts appropriate and timely evaluations, re-evaluations, and re-evaluation waivers. • If school contracts with an external provider, it has established and implemented standards of practice for evaluators.	
iv. School Writes Required IEPs	4	• IEPs are appropriately developed, revised, and reviewed.	
v. School Provides Programming and Placement	4	• Special education services and related services are implemented • Curricular modifications and accommodations are provided • Section 504 plans are appropriately implemented	
vi. School Follows Discipline Procedures	4	• School implements BESE Model Master Discipline Plan • School follows procedural safeguards for disciplining students with disabilities or students suspected of having a disability.	
vii. Assessments	4	• Students are administered appropriate state and local assessments • Alternate assessments are provided for students	

E. Health and Safety

Indicators	Points	Detail	Credit
i. School Conducts Background Checks for All Employees	4		Critical Indicator
ii. School Provides Health Services to Students	4	Nurse, Hearing and Vision Screen, Immunizations	Documentation of services No more than 1 Notice of Concern per Indicator No Notices of Breach per Indicator
iii. School Follows Bus Safety Protocols	4		

Organizational Performance Score Indicators

F. Governance

Indicators	Points	Detail	Credit
i. Board Structure Meets Bulletin 126 Requirements	4		Sec. of State verification Complete Board Member Data Sheet
ii. Board adheres to Louisiana Code of Governmental Ethics	4		Review of Bylaws Annual Ethics Disclosure Verification
iii. School and Board adhere to Louisiana Open Meetings Laws	4		No more than 1 Notice of Concern per Indicator No Notices of Breach per Indicator
iv. Board Adheres to Public Records Act	4		
v. Board follows Public Bid Laws	4		

Appendix C: Performance Compact Glossary

Glossary	
Charter School Types	**Type 2:** New start-up or conversion authorized by BESE [oversight by LDE]
	Type 4: New start-up or conversion operated as a result of charter between a local school board and BESE [oversight by LDE]
	Type 5: School transferred to the jurisdiction of the Recovery School District
ACT	Standardized high school achievement and college admissions test
ADA	Americans with Disabilities Act, 1990 law the prohibits discrimination based on disability
CUR	Database of all classes offered at a school, linked to teachers and students, component of LEADS
CVR	Curriculum Verification Report, reporting system for value-added data, component of LEADS
ELA	English/Language Arts
ELL	English Language Learners
EOC	End of Course Exam
FRA	Financial Risk Assessment, Dept. of Education tool to assess financial risk of charter schools
IDEA	Individuals with Disabilities Education Act, law protecting rights of students with disabilities
IEP	Individualized Education Program, the personal learning plan for a special education student
LEADS	Louisiana Educational Accountability Data System, student and school data information system
LDE	Louisiana Department of Education
MFP	Minimum Foundation Program, the state and local public education funding per student
OSC	Office of School Choice, part of the LDE
OSP	Office of School Performance, part of the RSD
PEP	Profile of Educational Personnel, database to collect public school staff data within LEADS
RSD	Recovery School District, division of the LDE dedicated to implementing charter schools in Louisiana
SER	Special Education Reporting, database to collect and report special education data within LEADS
SIS	Student Information System, LEADS database used to collect student data for accountability
SPC	Sponsor-Site Calendar, database of planned and actual school calendars within LEADS
SPS	School Performance Score, score provided to LA public schools based on academic performance
STS	Student Transcripts System, LEADS database to collect transcript data for students

BESE-Authorized Alternative Charter School Extension and Renewal Framework

A charter school eligible for evaluation with the framework below shall:

- Serve a non-traditional student population and mission as reflected in its approved charter
- Elect to be evaluated by the alternate framework; and
- Receive approval by BESE as an alternative school and meet the accountability requirements in Bulletin 111. Section 3501. C.

Alternative Charter School Extension and Renewal Framework

Indicators	Standard	Potential Points	Performance Metric	Total
Department Selected Indicators	EOC Performance[1]	Full Credit – 20 Points	≥75% of Students Receive Score Eligible for Graduation	X / 20
		Partial Credit - 10 Points	61 – 74% of Students Receive Score Eligible for Graduation	
		No Credit – 0 Points	≤60% of Student Receive Score Eligible for Graduation	
	Credit Accumulation[2]	Full Credit – 20 Points	≥ 75 % of Students Earn 6 or More Credits or Full Completion	X / 20
		Partial Credit – 10 Points	61 – 74% of Students Earn 6 or More Credits or Full Completion	
		No Credit – 0 Points	≤60% of Students Earn 6 or More Credits or Full Completion	
	Student Stability Rate[3]	Full Credit – 20 Points	≥ 85% of Students Stay Enrolled in School	X / 20
		Partial Credit – 10 Points	61 – 84% of Students Stay Enrolled in School	
		No Credit – 0 Points	≤ 60% Students Stay Enrolled in School	
School Selected Indicators	• Schools propose two additional criteria related to their mission. • Schools must propose criteria that are objective and quantifiable.		Department Sets Standard of Performance	X / 20 X / 20
Total Points Accumulated				X / 100

Framework Extension Eligibility

Total Points Accumulated	Eligible for Extension
81 – 100	Yes
50 – 80	Yes
0 – 49	Ineligible for Extension

Framework Renewal and Term Length Eligibility

Total Points Accumulated	Base Renewal Term	Additional Years
81 – 100	3 Year Renewal Term	Up to two additional years for financial and organizational performance
50 – 80	3 Year Renewal Term	Not eligible to earn additional years
0 – 49	Ineligible for Renewal	N / A

[1] Includes initial and retested students scoring fair or above

[2] Credit accumulation is calculated for students who have attended school at least 6 months

[3] Student stability rate calculated by determining the percent of students who've been enrolled at least 45 days from any starting point that remain at school at the end of the year or have finished all credits required for completion.

Budget Narrative File(s)

*** Mandatory Budget Narrative Filename:** Budget_Narrative.pdf

Add Mandatory Budget Narrative | Delete Mandatory Budget Narrative | View Mandatory Budget Narrative

To add more Budget Narrative attachments, please use the attachment buttons below.

Add Optional Budget Narrative | Delete Optional Budget Narrative | View Optional Budget Narrative

Tracking Number:GRANT11962226 Funding Opportunity Number:ED-GRANTS-061515-001 Received Date:Jul 15, 2015 02:04:54 PM EDT

Louisiana Department of Education – Budget Narrative

Application for CSP-SEA Grant Funds (CFDA Number 84.282A)

The Louisiana Department of Education (LDE) requests **$X** over a three-year grant period from the federal Charter School Program. The following budget narrative breaks down respective year-by year costs for each budget category.

Budget Category 1: Personnel

Table 1: Personnel	**Base Salary (FTE x %)**	**Year 1**	**Year 2**	**Year 3**	**Total**
David Shepard - Director of New School Development	$70,000 (1 FTE x 25%)	$17,500	$17,500	$17,500	$52,500
Fredericka Wicker - Manager of New School Development	$70,000 (1 FTE x 25%)	$17,500	$17,500	$17,500	$52,500
Olin Parker - Manager of New School Development	$70,000 (1 FTE x 25%)	$17,500	$17,500	$17,500	$52,500
Max Daigh - Manager of New School Development	$70,000 (1 FTE x 25%)	$17,500	$17,500	$17,500	$52,500
CSP-SEA administrative funds will be used to help cover 25% of salaries for LDE four charter school staff members critical to the implementation of LDE's CSP grant. Fredericka Wicker, Olin Parker, and Max Daigh will each be responsible for grant oversight/compliance, while David Shepard will serve as project director, as well as conduct the subgrant application process (see *Section H: Management Plan and Theory of* Action for more detail on individual responsibilities). These personnel have an aggregate average salary of $70,000.					
Total	Avg. $70,000 x 4 FTEs x 25%	$70,000	$70,000	$70,000	$210,000

Budget Category 2: Fringe Benefits

[redacted]

Budget Category 3: Travel

[redacted]	
Mileage, meals, lodging and other miscellaneous travel expenses for 2 of 4 staff members identified in Budget Category 1: Personnel to annually participate in the CSP-SEA Project Director conference at a projected cost of $1,250 p/ staff member.	
Travel for Charter School, LCA, and CSP-SEA Subgrant oversight and compliance monitoring	[redacted]
Mileage, meals, lodging and other miscellaneous in-state travel expenses for all 4 staff members identified in Budget Category 1: Personnel to conduct informational meetings and workshops, technical assistance, and oversight and compliance site monitoring for charter schools, LCAs, and all CSP-SEA subgrant recipients. Costs projected at $1,250 annually p/staff member.	
Total	[redacted]

Budget Category 4: Equipment

No federal funds requested

Budget Category 5: Supplies

No federal funds requested

Budget Category 6: Contractual

Table 6: Contractual	Year 1	Year 2	Year 3	Total
Contract w/ Independent Third-Party Reviewer to evaluate Local Charter Authorizer applications	[redacted]			
The LDE is required to contract with an independent third-party evaluator to review all received applications for eligible entities seeking to become certified as a Local Charter Authorizer. The LDE will conduct an RFP this fall to determine the vendor for which these services will be contracted. The total contract is projected to cost $25,000 annually with an estimated 3 LCA applications evaluated each cycle.				
Contract w/ Independent Third-Party Reviewer to evaluate charter school applications submitted to the LDE – portion of contract dedicated to training reviewers.	[redacted]			
The LDE is required to contact with an independent third-party reviewer to evaluate all received charter school applications. The LDE will conduct an RFP this fall to determine the vendor for which these services will be contracted. Based on historic estimates, the total contract is expected to cost $300,000 annually to accommodate a multi-staged review for over 30 charter applicants annually. $10,000 of this contract is specifically dedicated to the LDE collaborating with the vendor to properly train all reviewers – including codifying their knowledge of Louisiana charter school laws and policies, as well as the charter application process and application standards set forth by the LDE.				
Total	[redacted]			

Budget Category 7: Construction

No federal funds requested

Budget Category 8: Other

Table 8.0: Other Budget Category	**Year 1**	**Year 2**	**Year 3**	**Total**
Start-Up Subgrants (8.1)				
Revolving Loan Funds (8.2)				
Dissemination Projects (8.3)				
Total				

Budget Category 8.1 – Planning and Design and Implementation Subgrants (75% Total Grant)

Table 8.1: Start-Up Subgrants	**Year 1**	**Year 2**	**Year 3**	**Total**
Cohort I (10 Charter Schools)				
Cohort II (10 Charter Schools)				
Cohort III (10 Charter Schools)				
Total				

The LDE projects to provide start-up sub-grants to 30 high-quality charter schools during the 3-year grant period. Charter schools may be eligible for $275,000 total based on the following timeframe:

- Planning and Design - $125,000 p/ charter school
- Implementation Year 1 - $75,000 p/ charter school
- Implementation Year 2 - $75,000 p/charter school

Each year of the 3-year grant period will see the LDE award the initial Planning and Design subgrant of $125,000 to a cohort of 10 charter schools. Cohorts will be eligible for subsequent Implementation Year 1 & Year 2 grants contingent upon: a) successful completion of the prior

year's grant project; and b) funding availability.

- Cohort I will have funding availability to participate in Planning and Design, Implementation Year 1, and Implementation Year 2
- Cohort II will only have funding availability to participate in Planning and Design, and Implementation Year I
- Cohort III will only have funding availability to participate in Planning and Design

Schools in Cohorts II and III that did not receive all three years of funding under the CSP grant will be eligible for potential funding of the Implementation Years if the LDE receives another subsequent CSP-SEA grant in the future.

Budget Category 8.2 – Revolving Loan Fund (10% Total Grant)

Table 8.2A Grant Fund Expenditures	**Year 1**	**Year 2**	**Year 3**	**Total**
Cohort I (10 Charter Schools)	$400,000	-	-	$400,000
Cohort II (10 Charter Schools)	-	$400,000	-	$400,000
Cohort III (10 Charter Schools)	-	-	-	-
Total	$400,000	$400,000	-	$800,000

Table 8.2B: Loan Cash Flows	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
Cohort I (10 Charter Schools)	[redacted]				
Cohort II (10 Charter Schools)					
Cohort III (10 Charter Schools)					
Funds Available for Next Cohort at end of year based on repayments					

Table 8.2A reflects the initial issuance of $400,000 each to Cohort I and II in their respective grant year as part of the LDE's total budget. Table 8.2B reflects the actual cash flows based on repayments from the Cohort to the LDE, and the LDE subsequently using those repayments to issue new loan funds to Cohort III (and potential future cohorts).

The LDE plans on combining $800,000 of CSP funds to create a no-interest revolving loan fund that exists complimentary to the LDE's current no-interest $500,000 charter school loan fund. While the LDE's current loan fund may be used on construction and facilities acquisition, the LDE's CSP-SEA loan fund will be restricted to only CSP-SEA eligible expenditures.

Each charter school in Cohort I and II will receive $40,000 from the charter school loan fund at the same time as their Planning and Design grant. Table 8.A and Table 8.2B reflect the issuing of $400,000 total in revolving loan funds for Cohort I and II. Similar to the LDE's current charter school loan fund, the loan will be repaid over the charter school's first 2 years of operation by withholding half of the repayment automatically from the charter school's June state per pupil payment at the end of each state fiscal year. Table 8.2B reflects the 2 year repayment cycle for Cohort I and Cohort II.

Cohort III will be the first cohort to be issued loan funds entirely based off of loan repayments. In Year 3, the entire $800,000 for CSP-SEA revolving loan funds will have been issued, while only, at the time of issuance, only the first $200,000 from Cohort I will be repaid (loan funds are issued prior to the repayment at the end of the year. Because of the reduced size of the funding pool at that time, the LDE will only be able to issue $20,000 CSP-SEA revolving loan funds, reflected in 8.2B. However, repayments from Cohort I and II in Year 3 will enable

the LDE to use those funds to issue $400,000 to a new Cohort in Year 4 (an subsequently $300,000 in Year 5).

Budget Category 8.3 – Dissemination Grants (10% Total Grant)

Table 8.3: Dissemination Grants	**Year 1**	**Year 2**	**Year 3**	**Total**
"Pilot Program" Dissemination Projects Cohort I (4 Schools)	$76,190.48	$152,380.95	-	$228,571.43
"Pilot Program" Dissemination Projects Cohort II (4 Schools)	-	$76,190.48	$152,380.95	$228,571.43
"Best Practices" Dissemination Projects Cohort I (3 Schools)	$57,142.86	$114,285.71	-	$171,428.57
"Best Practices" Dissemination Projects Cohort II (3 Schools)	-	$57,142.86	$114,285.71	$171,428.57
Total	$133,333.33	$400,000.00	$2,666,666.67	$800,000.00

The Department anticipates funding 14 total dissemination projects:

- "Pilot Program" Dissemination Projects (8 Total, 2 cohorts of 4) where high-quality charter schools share their best practices with separate aspiring charter developers that conduct "pilot programs" of their educational model, with the ultimate goal of the "pilot program" submitting an approved charter application separate from the assisting high-quality charter.
- "Best Practice" Dissemination Projects (6 total, 2 cohorts of 3) where high-quality charter schools share their best practices with other charter schools (and potentially traditional public schools) regarding serving educationally disadvantaged students.

The LDE anticipates awarding subgrants of $57,142.86 for each of the 14 dissemination projects. Each dissemination project will span 2 grant years. The first third of the dissemination project ($19,047,62) will be used in the first grant year as the LDE anticipates awarding the

subgrants halfway through the grant year's span (in alignment of when the LDE will also award start-up subgrants). The remaining $38,095.24 of each subgrant will be used over the entirety of the second year of the subgrant.

Budget Category 9: Total Direct Costs (lines 1-8)

Table 9: Total Direct Costs	Year 1	Year 2	Year 3	Total
Total Direct Costs	$1,916,833.33	$2,933,500.00	$3,149,666.67	$8,000,000

Budget Category 10: Indirect Costs

Table 12: Total Costs	Year 1	Year 2	Year 3	Total
Total Direct Costs Eligible for Indirect Costs (Categories 1-7)	$133,500	$133,500	$133,000	$400,000
Total Indirect Cost (Rate of 10.2%)	$13,617	$13,617	$13,566	$40,800

Budget Category 11: Training Stipends

No federal funds request

Budget Category 12: Total Costs (9-11)

Table 12: Total Costs	Year 1	Year 2	Year 3	Total
Total Direct Costs	$1,916,833.33	$2,933,500.00	$3,149,666.67	$8,000,000.00
Total Indirect Costs	$13,617.00	$13,617.00	$13,566.00	$40,800.00
Total Training Stipends	-	-	-	-
Total Costs	$1,930,450.33	$2,947,117.00	$3,163,232.67	$8,040,800

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
Mr.	David		Shepard	

Address:

Street1: 1201 North Third Street
Street2:
City: Baton Rouge
County:
State: LA: Louisiana
Zip Code: 70802-5243
Country: USA: UNITED STATES

Phone Number (give area code): 225-342-3640
Fax Number (give area code):

Email Address:
David.Shepard@la.gov

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☐ Yes ☐ No ☒ Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

☐ Yes ☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) #: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6

☐ No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

Add Attachment | Delete Attachment | View Attachment

U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS

OMB Number: 1894-0008
Expiration Date: 04/30/2014

Name of Institution/Organization

Louisiana Department of Education

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	70,000.00	70,000.00	70,000.00			210,000.00
2. Fringe Benefits	21,000.00	21,000.00	21,000.00			63,000.00
3. Travel	7,500.00	7,500.00	7,000.00			22,000.00
4. Equipment	0.00	0.00	0.00			0.00
5. Supplies	0.00	0.00	0.00			0.00
6. Contractual	35,000.00	35,000.00	35,000.00			105,000.00
7. Construction	0.00	0.00	0.00			0.00
8. Other	1,783,333.33	2,800,000.00	3,016,666.67			7,600,000.00
9. Total Direct Costs (lines 1-8)	1,916,833.33	2,933,500.00	3,149,666.67			8,000,000.00
10. Indirect Costs*	13,617.00	13,617.00	13,566.00			40,800.00
11. Training Stipends	0.00	0.00	0.00			0.00
12. Total Costs (lines 9-11)	1,930,450.33	2,947,117.00	3,163,232.67			8,040,800.00

Indirect Cost Information *(To Be Completed by Your Business Office):

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☐ Yes ☐ No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: _____ To: _____ (mm/dd/yyyy)

Approving Federal agency: ☐ ED ☐ Other (please specify): _____

The Indirect Cost Rate is _____ %.

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☐ Is included in your approved Indirect Cost Rate Agreement? or, ☐ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is _____ %.

Name of Institution/Organization

Louisiana Department of Education

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	0.00	0.00	0.00			0.00
2. Fringe Benefits	0.00	0.00	0.00			0.00
3. Travel	0.00	0.00	0.00			0.00
4. Equipment	0.00	0.00	0.00			0.00
5. Supplies	0.00	0.00	0.00			0.00
6. Contractual	0.00	0.00	0.00			0.00
7. Construction	0.00	0.00	0.00			0.00
8. Other	0.00	0.00	0.00			0.00
9. Total Direct Costs (lines 1-8)	0.00	0.00	0.00			0.00
10. Indirect Costs	0.00	0.00	0.00			0.00
11. Training Stipends	0.00	0.00	0.00			0.00
12. Total Costs (lines 9-11)	0.00	0.00	0.00			0.00

SECTION C - BUDGET NARRATIVE (see instructions)

ED Form No. 524

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