

Reviewer Name:

Applicant Name: Clarksdale Collegiate Prep

Total Score: ~~91~~ 97.51

Section I. Rubric for a Non-CMO Applicant without an ESP

Question	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard	Score
	<i>Meets Standards and meets all of the following:</i>	<i>Meets all of the following:</i>	<i>Meets any of the following:</i>	<i>Meets any of the following:</i>	2
Points Available	3	2	1	0	
B. Parent, family, and community engagement, part 1	<input type="checkbox"/> Applicant reserves a seat on its governing board specifically for a current parent.	<input type="checkbox"/> Applicant has a parent and/or community advisory body or council that reports to the governing board. <u>OR</u> Applicant has another robust method of soliciting and considering input from parents and community members on the implementation and operation of the school.	<input checked="" type="checkbox"/> Applicant does not have a parent and/or community advisory body or council that reports to the governing board. <u>AND</u> Applicant's other methods of soliciting and considering input from parents and community members on the implementation and operation of the school are weak.	<input type="checkbox"/> Applicant has no method of soliciting and considering input from parents and community members on the implementation and operation of the school. <input type="checkbox"/> Applicant has no process for accepting parent or student objections to any policy/decision, procedure, or practice. <input type="checkbox"/> Answer is too vague or confusing to evaluate.	Applicant affirms that they do not hold a seat on the governing board specifically for parents (57). The reference then references the Advisory Board section and the Parent and Community Involvement rather than directly stating the page number. Parent and/or community advisory bodies or councils are not found to be described in the

(2)

Question	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard	Score 2
	<i>Meets Standards and meets all of the following:</i>	<i>Meets all of the following:</i>	<i>Meets any of the following:</i>	<i>Meets any of the following:</i>	
Points Available	3	2	1	0	referenced page numbers. An appropriate grievance process is affirmed through the ED and eventually the Board with clearly defined obligations (60-61).
C. Parent, family, and community engagement, part 2	<input type="checkbox"/> Plan to engage parents is exceptional, with multiple, meaningful and effective opportunities for ongoing parent, student, and community involvement.	<input type="checkbox"/> Plan to engage parents is robust, with meaningful and effective opportunities for ongoing parent, student, and community involvement. <input type="checkbox"/> No parent or student expectations are likely to prevent interested families from being able to attend the school. OR Parent volunteer requirements	x <input type="checkbox"/> Opportunities for engagement may be effective, but they are not meaningful. x <input type="checkbox"/> Opportunities for engagement omit any of the following: parents, students, or community members.	<input type="checkbox"/> Engagement plan presents few or no opportunities for ongoing engagement. <input type="checkbox"/> Engagement plan presents no effective strategies. <input type="checkbox"/> Parent or student expectations are likely to prevent interested families from being able to attend the school. <input type="checkbox"/> Parent volunteer requirements do not include a waiver.	Parent involvement opportunities with descriptions and frequencies are provided to include Family Orientations, Progress Reports, Report Cards, Report Card Nights, Family Nights, Newsletters, Phone Calls, and Family Surveys (42-43). The plans offered are largely informational in nature to communicate student progress

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Question	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard	Score
	Meets Standards and meets all of the following:	Meets all of the following:	Meets any of the following:	Meets any of the following:	
Points Available	3	2	1	0	
		include a waiver to consider individual circumstances.		<input type="checkbox"/> Answer is too vague or confusing to evaluate.	and operations and activities of the school, rather than demonstrating clear opportunities for meaningful engagement.
Subtotal					2

Eligibility

Eligibility	YES/NO	If yes, please flag the school as being ineligible.
Did the applicant score "does not meet" for any question?	<input type="checkbox"/> YES <input checked="" type="checkbox"/> NO	Choose an item.

If yes, stop scoring. Applicant is not eligible to receive a CSP subgrant.

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Question	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard	Score
	Meets Standards and meets all of the following: 21	Meets all of the following: 18	Meets any of the following: 9	Meets any of the following: 0	Score 18
D. Planned activities, expenditures, and sustainability	<input type="checkbox"/> Budget narrative is exceptionally detailed.	<input checked="" type="checkbox"/> Completed CSP subgrant budget form is attached. <input checked="" type="checkbox"/> Proposed subgrant does not exceed \$300,000 per year for 5 years. <input type="checkbox"/> The budget narrative is aligned to the budget form and clearly describes all planned activities, expenditures, and cost assumptions. <input checked="" type="checkbox"/> Planning versus implementation funds are clearly delineated in the budget and budget narrative. <input type="checkbox"/> Expenses proposed are reasonable, allowable, and allocable. <input type="checkbox"/> Clear goals for	<input type="checkbox"/> Expenses are allowable but misallocated to either planning or implementation. <input type="checkbox"/> Budget is miscalculated.	<input type="checkbox"/> No CSP budget form. <input type="checkbox"/> No CSP budget narrative. <input type="checkbox"/> Subgrant exceeds \$300,000 per year or maximum number of years. <input type="checkbox"/> Budget form and narrative are not aligned. <input type="checkbox"/> Planning or implementation funds are not clearly delineated. <input type="checkbox"/> Some planning expenses appear to exceed the 18-month maximum. <input type="checkbox"/> Some expenses proposed are not reasonable. <input type="checkbox"/> Some expenses proposed are not allowable.	A completed CSP Subgrant budget form is provided as Attachment 22 in the amount of \$300,000. The applicant explains the expenditures in the context of "instructional and operational leadership time and effort dedicated to planning the academic program and the systems that support it" (CSP 16-17). As a narrative response, this section does not clearly explain the expenditures described in the Start-up budget. However, a budget narrative is found on page 67 of the

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Question	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard	Score
	Meets Standards and meets all of the following:	Meets all of the following:	Meets any of the following:	Meets any of the following:	18
Points Available	21	18	9	0	
	<p>the CSP subgrant align with the purposes of CSP.</p> <p><input type="checkbox"/> Clear description of all major planned activities/ expenses to be supported with CSP subgrant funds.</p> <p><input checked="" type="checkbox"/> Applicant justifies all activities as necessary to carry out the CSP subgrant program and purposes.</p> <p><input checked="" type="checkbox"/> Applicant has a clear, effective sustainability plan, including how revenue will be replaced if need be.</p>				<p>CSP application which provides more detail. The planning includes \$94,200 in personnel expenses related to planning and the study of exemplary programs. Travel and Equipment expenditures are also appropriately listed, thought not in a more itemized format to more fully explain the expenditures. The response provides outcome goals related to student academic achievement, but does not clearly link those outcome goals to specific activities</p>

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Question	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard	Score
	Meets Standards and meets all of the following:	Meets all of the following:	Meets any of the following:	Meets any of the following:	
Points Available	21	18	9	0	18
					funded by the CSP grant (CSP 16). Reference CSP 67

Eligibility

Eligibility	YES/NO	If yes, please flag the school as being ineligible.
Did the applicant score "does not meet"?	<input type="checkbox"/> YES <input type="checkbox"/> NO	Choose an item.

If yes, stop scoring. Applicant is not eligible to receive a CSP subgrant.

Question	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard	Score
	Meets Standards and meets all of the following:	Meets all of the following:	Meets any of the following:	Meets any of the following:	
Points Available	3	2	1	0	8
E. Needs Analysis (1) Community support	<input type="checkbox"/> Very strong evidence of demand for school OR school is already full or oversubscribed.	<input type="checkbox"/> Attachment 6 presents clear evidence of demand for the school (e.g., letters	<input checked="" type="checkbox"/> Some evidence of demand for school either in Attachment 6 or supplemental	<input type="checkbox"/> No evidence of demand for school presented. <input type="checkbox"/> Description of local community	Attachment 6 is referenced though not found to be included. The application cites

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Question	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard	Score
	Meets Standards and meets all of the following: 3	Meets all of the following: 2	Meets any of the following: 1	Meets any of the following: 0	
Points Available	3	2	1	0	Score 8
		of support or intent to apply forms from families and students). OR Supplemental materials strengthen the school's case for demand (e.g., information on waiting lists, data on access to seats in high-quality schools in feeder districts, and family interest in proposed specialized instructional approaches). <input type="checkbox"/> Clear description of local community support and benefits to the community. <input checked="" type="checkbox"/> All evidence indicates strong	materials, but whether charter school will achieve and maintain enrollment projections is not clear.	support and benefits indicates school would be actively harmful to community. <input type="checkbox"/> Answer is too vague or confusing to evaluate.	more than 20 letters of support to demonstrate demand for the proposed school to be included in Attachment 6 (42). The applicant cites survey questions and commentary from informational sessions to support community desire for "a college prep option that meets students' academic and developmental needs...(and that) truly prepares children for success in college (41). An enrollment growth rationale plan is provided which indicates the likelihood that the charter school will

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Question	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard	Score
	Meets Standards and meets all of the following:	Meets all of the following:	Meets any of the following:	Meets any of the following:	
Points Available	3	2	1	0	8
(2) Projected student enrollment	<input type="checkbox"/> Strong rationale for the number of students and grade levels served in year one and the basis for the growth plan, tied directly back to the needs analysis.	<input checked="" type="checkbox"/> Projected student enrollment is clear for duration of grant. <input type="checkbox"/> Methodology and calculations for enrollment and growth are clear. <input checked="" type="checkbox"/> Clear rationale for the number of students and grade levels served in year one and the basis for the growth plan.	<input type="checkbox"/> Methodology is clear and rationale is adequate, but calculations are incorrect.	<input type="checkbox"/> Projected enrollment is omitted for one or more years of the grant period. <input type="checkbox"/> Rationale is not supported by the needs analysis. <input type="checkbox"/> Answer is too vague or confusing to evaluate.	achieve and maintain its enrollment projections (3). No element of the application is found to rise to the level of a "clear description of local community support and benefits to the community." The applicant provides a rationale for a slow growth model of adding one grade level per year to maintain "academic, organizational and fiscal viability" (47). The basis for demand of an additional 75 seats per year can be inferred from the addition of the next

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Question	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard	Score
	<i>Meets Standards and meets all of the following:</i>	<i>Meets all of the following:</i>	<i>Meets any of the following:</i>	<i>Meets any of the following:</i>	8
Points Available	3	2	1	0	
(3) Student demographics	<input type="checkbox"/> Plans to establish and maintain a racially and socio-economically diverse student body, including proposed strategies (that are consistent with applicable legal requirements) to recruit, admit, enroll, and retain a diverse student body are strongly likely to succeed based on evidence presented.	<input checked="" type="checkbox"/> Clear analysis of the school's projected student demographics (including race and socio-economic status) and a description of the demographics of students attending public schools in the local community in which the charter school would be located and the school districts from which the students are, or would be, drawn. <input checked="" type="checkbox"/> Clear description of plans to establish and maintain a racially and socio-	<input type="checkbox"/> Description of why establishing a diverse student body is unlikely is missing one of the following: why it is unlikely that the school will be able to establish and maintain a racially and socio-economic diverse student body, how the anticipated racial and socio-economic makeup of the student body will promote the purposes of CSP, and the anticipated impact of the proposed school on the racial and socio-economic diversity	<input type="checkbox"/> School's projected demographics are not clear or missing for race or socio-economic status. <input type="checkbox"/> Description of the demographics of relevant public schools from which students are, or would be drawn, is not clear or missing for race or socio-economic status. <input type="checkbox"/> Plans to establish and maintain a racially and socio-economically diverse student body, including proposed strategies (that are consistent with applicable legal requirements) to	
					class each year and students matriculating up. The requested comparison to the current school district demographics is provided and indicates an anticipation of serving an identical population in respect to FRE and SMD (33). The student population will reflect the community with an estimated 93% black and 100% economically disadvantaged (1). Socio-economic diversity will not be available in the geographic region but the school's

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Question	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard	Score
	Meets Standards and meets all of the following: 3	Meets all of the following: 2	Meets any of the following: 1	Meets any of the following: 0	
Points Available	3	2	1	0	8
<p>population will directly reflect the community.</p> <p>economically diverse student body, including proposed strategies (that are consistent with applicable legal requirements) to recruit, admit, enroll, and retain a diverse student body OR clear and compelling description of ALL of the following: why it is unlikely that the school will be able to establish a racially and socio-economic diverse student body, how the anticipated racial and socio-economic makeup of the student body will promote the purposes of CSP,</p>					

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Question	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard	Score
	Meets Standards and meets all of the following: 3	Meets all of the following: 2	Meets any of the following: 1	Meets any of the following: 0	
Points Available	3	2	1	0	8
(4) Robust family and community engagement plan	<input type="checkbox"/> School design was family and community led through a stakeholder visioning process.	<input checked="" type="checkbox"/> Clear description of how families and the community were, are, or will be engaged in the vision and design of the school, including specific examples of input incorporated into the vision and design. <input type="checkbox"/> Clear plan to meaningfully engage with	<input type="checkbox"/> Description of how families and the community were, are, or will be engaged in the vision and design of the school, but no specific examples of input incorporated into the vision and design provided. <input type="checkbox"/> Plan to engage with families is clear, but it is unclear if it will lead to strong and ongoing	<input type="checkbox"/> Description of engagement in the vision and design of the school is unclear. Plan to engage families is unclear or families will clearly not be engaged. Plans omit more than one of the following: student recruitment, admissions, enrollment, and retention.	A description of parent and community involvement is offered to include the Phoenix FAM, though the involvement in the school design is not well described (41). Outreach and marketing for SWD, ELL, and at-risk students is appropriately

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Question	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard	Score
	<i>Meets Standards and meets all of the following:</i>	<i>Meets all of the following:</i>	<i>Meets any of the following:</i>	<i>Meets any of the following:</i>	8
Points Available	3	2	1	0	
	families and the community to create strong and ongoing partnerships. x <input type="checkbox"/> Clear and effective plan to foster a collaborative culture involving the families of all students, including underserved students, in ensuring input in decision-making. x <input type="checkbox"/> Clear and effective plan for student recruitment, admissions, enrollment, and retention that will engage and accommodate families from various		partnerships. <input type="checkbox"/> Plans omit one of the following: student recruitment, admissions, enrollment, and retention. <input type="checkbox"/> Plans for student recruitment, admissions, enrollment, and retention do not include one of the following: English learners, students with disabilities, or students of color.	<input type="checkbox"/> Plans for student recruitment, admissions, enrollment, and retention do not include more than one of the following: English learners, students with disabilities, or students of color. <input type="checkbox"/> No description of how the applicant has engaged or will engage families and the community to develop an instructional model to serve the targeted student population and their families, including students with disabilities and English learners.	

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Question	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard	Score
	Meets Standards and meets all of the following: 3	Meets all of the following: 2	Meets any of the following: 1	Meets any of the following: 0	
Points Available					8
	backgrounds, including English learners, students with disabilities, and students of color, including by providing enrollment and recruitment information in widely accessible formats (e.g., hard copy and online in multiple languages; as appropriate, large print or braille) through widely available and transparent means (e.g., online and at community locations). <input checked="" type="checkbox"/> Clear description of how the applicant has engaged or will engage families and				

Question	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard	Score
	<i>Meets Standards and meets all of the following:</i>	<i>Meets all of the following:</i>	<i>Meets any of the following:</i>	<i>Meets any of the following:</i>	
Points Available	3	2	1	0	8
(5) Responsive operations plan	<input type="checkbox"/> Description provides examples of how community feedback was directly incorporated into the operations plan.	<input checked="" type="checkbox"/> Clear description of how the applicant's plans for school operations reflect the needs of students and families in the community, including consideration of district or community assets and how the school's location, or anticipated location if a facility has not	<input type="checkbox"/> Description considers community assets but does not discuss how the school's location will facilitate access for the targeted student population.	<input type="checkbox"/> Description of responsive operations plan vague or confusing. <input type="checkbox"/> How operations plan reflects the needs of students and families is not clear. <input type="checkbox"/> Description does not consider either community assets or how the school's location will facilitate access for the targeted student population.	The response affirms that the facility will be located in a residential area where current scholars reside and that transportation will be provided, guaranteeing accessibility. However, the response does not clearly address how operations plans reflect the needs of students and

911

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Question	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard	Score 8
	Meets Standards and meets all of the following: 3	Meets all of the following: 2	Meets any of the following: 1	Meets any of the following: 0	
Points Available					
(6) Impact on desegregation efforts	<input type="checkbox"/> School's plans will actively increase racial or socio-economic integration.	<input checked="" type="checkbox"/> School district in which school is, or will be, located or from which students are, or would be, drawn is not under an ongoing court order or voluntary agreement to create and maintain desegregated public schools OR clear description of	<input checked="" type="checkbox"/> Description of steps taken to ensure the school will not hamper, delay, or negatively affect any desegregation efforts is clear but steps are of unclear utility. <input type="checkbox"/> Description of steps taken to ensure that the proposed charter	<input type="checkbox"/> Description of steps taken to ensure the school will not hamper, delay, or negatively affect any desegregation efforts is vague or missing. <input type="checkbox"/> Description of steps taken to ensure that the proposed charter school would not	
		been secured, will facilitate access for the targeted student population.			families. This criterion is better reflected in the initial charter school application which describes a research basis for the continuation of the collegiate prep program beyond elementary and into the secondary years (45). School location appears to prevent the possibility of racial integration but the steps taken to no hamper, delay, or negatively affect any desegregation efforts are not clearly articulated (31).

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100

Question	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard	Score
	Meets Standards and meets all of the following: 3	Meets all of the following: 2	Meets any of the following: 1	Meets any of the following: 0	
Points Available		<p>effective steps the applicant has taken or will take to ensure the school will not hamper, delay, or negatively affect any desegregation efforts in the community in which the school is, or would be, located and the districts from which students are, or would be, drawn, including efforts to comply with a court order, statutory obligation, or voluntary efforts to create and maintain desegregated public schools.</p> <p><input type="checkbox"/> Effective steps taken to ensure that the proposed</p>	<p>school would not otherwise increase racial or socio-economic segregation or isolation in the schools from which the students are, or would be, drawn is clear but steps are of unclear utility.</p>	<p>otherwise increase racial or socio-economic segregation or isolation is vague or missing.</p> <p><input type="checkbox"/> Evidence suggests school will exacerbate racial segregation either by hampering, delaying, or negatively affecting desegregation efforts or by otherwise increasing racial or socio-economic isolation.</p> <p><input type="checkbox"/> School is in a district with an ongoing voluntary or court order, as confirmed by Mississippi First, and did not respond to questions as required.</p>	8

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Question	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard	Score
	Meets Standards and meets all of the following:	Meets all of the following:	Meets any of the following:	Meets any of the following:	
Points Available	3	2	1	0	
	charter school would not otherwise increase racial or socio-economic segregation or isolation in the schools from which the students are, or would be, drawn.				
Subtotal					8

Eligibility

Eligibility	YES/NO	If yes, please flag the school as being ineligible.
Did the applicant score "does not meet" for any question?	X <input type="checkbox"/> YES <input type="checkbox"/> NO	Choose an item.

If yes, stop scoring. Applicant is not eligible to receive a CSP subgrant.

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Question	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard	Score
	Meets Standards and meets all of the following:	Meets all of the following:	Meets any of the following:	Meets any of the following:	4
Points Available	6	4	2	0	
F. Transportation	<input type="checkbox"/> Transportation plan includes not only daily transportation but also transportation for field trips and extracurriculars. <input type="checkbox"/> Transportation plan extends beyond the charter school's geographic school district attendance zone.	<input checked="" type="checkbox"/> Clear description of an effective transportation plan to provide reliable and safe daily transportation for all students within the charter school's geographic school district attendance zone to prevent transportation becoming a barrier to charter school access.	<input type="checkbox"/> Clear description of an effective transportation plan to provide reliable and safe daily transportation for some students within the charter school's geographic school district attendance zone.	<input type="checkbox"/> Transportation plan is vague or missing. <input type="checkbox"/> Transportation plan will not ensure reliable and safe daily transportation for any students. <input type="checkbox"/> Plan will not ensure transportation is not an access barrier for students.	<p>A transportation plan is provided with an Internal Transportation Department modeled after KIPP Delta. Daily bus ridership of 65-70% is affirmed duties and oversight of personnel described. The transportation will be an extension of the existing system for elementary students and should effectively prevent transportation from becoming a barrier to access (66-67).</p>

Eligibility

05

19

Eligibility	YES/NO	If yes, please flag the school as being ineligible.
Did the applicant score "does not meet"?	<input type="checkbox"/> YES <input checked="" type="checkbox"/> NO	Choose an item.

If yes, stop scoring. Applicant is not eligible to receive a CSP subgrant.

Question	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard	Score
	Meets Standards and meets all of the following:	Meets all of the following:	Meets any of the following:	Meets any of the following:	
Points Available	3	2	1	0	Score 1
G. Enrollment disclosures to families	<input type="checkbox"/> Applicant has no policies and requirements, nor any services that are or are not provided, that could impact a family's ability to enroll or remain enrolled OR has a process to waive such policies and requirements or provide accommodations to families needing services that could impact a family's ability to enroll and remain enrolled.	<input type="checkbox"/> Applicant fully and clearly explains plans to disclose, as part of the enrollment process, any policies and requirements (e.g., purchasing and wearing specific uniforms and other fees, or requirements for family participation), and any services that are or are not provided, that could impact a family's ability to enroll or remain enrolled in the school (e.g., transportation	<input checked="" type="checkbox"/> Applicant explains disclosure plans clearly but these plans omit either policies and requirements or services. <input type="checkbox"/> Applicant explains disclosure plans but these happen post-enrollment.	<input type="checkbox"/> Applicant's response is vague or confusing. <input type="checkbox"/> Applicant's plans to disclose policies, requirements, or services are not clear or are inadequate. <input type="checkbox"/> Applicant's plans will actively mislead families.	The response provides some detail as to the requirements for uniform shirts and financial assistance around these uniform requirements. However, plans and structures to disclose and disseminate policies and requirements are not discussed (CSP 33). In the charter school application itself, information on distribution of the Student and Family

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Question	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard	Score
	Meets Standards and meets all of the following:	Meets all of the following:	Meets any of the following:	Meets any of the following:	
Points Available	3	2	1	0	1
		services or participation in the National School Lunch Program).			handbook is appropriately described (40).

Eligibility

Eligibility	YES/NO	If yes, please flag the school as being ineligible.
Did the applicant score "does not meet"?	<input type="checkbox"/> YES <input type="checkbox"/> NO	Choose an item.

If yes, stop scoring. Applicant is not eligible to receive a CSP subgrant.

Application Requirements Summary Score

SUBSECTION	TOTAL POINTS
B	(1 of 3)
C	(1 of 3)
D	(18 of 21)
E	8 of 18
F	(4 of 6)

55

21

SUBSECTION	TOTAL POINTS
G	(1 of 3)
Points Earned	28 35
Possible Points	54
Percentage Points Earned	51% 64.81%
Percentage Points Earned X 100	30.5% 32.40%
(Points Earned/Possible Points X 100)	
Percentage Points Earned X 50%	

Reviewer Name:

Date: 9/16/2023

Reviewer Signature:

Section II. Assessment of Risk

A. ESP or Virtual School

Model	YES/NO	If yes, please flag the school as meeting Risk Category 1.
ESP	<input type="checkbox"/> YES <input checked="" type="checkbox"/> NO	Choose an item.
Virtual School	<input type="checkbox"/> YES <input checked="" type="checkbox"/> NO	Choose an item.

B. Financial History and Practices and Findings and Questioned Costs

(0.10 pt)

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Question	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard	Score
	<i>Meets Standards and meets all of the following:</i>	<i>Meets all of the following:</i>	<i>Meets any of the following:</i>	<i>Meets any of the following:</i>	12
Points Available	3	2	1	0	
Question 3	<input type="checkbox"/> Applicant provides multiple, clear examples of managing federal grants or subgrants. <input type="checkbox"/> Applicant provides a clear description of how the fiscal management of multiple federal grants was successful—e.g., within budget, clean audit, timely reporting and drawdowns, etc.	<input type="checkbox"/> Applicant provides a clear narrative of managing at least one federal, state, or private grant or subgrant. <input type="checkbox"/> Applicant provides a clear description of how the fiscal management of the grant was successful—e.g., within budget, clean audit, timely reporting and drawdowns, etc.	<input checked="" type="checkbox"/> Applicant provides evidence of managing one or more grants or subgrants, but it is unclear as to whether the fiscal management was successful.	<input type="checkbox"/> Applicant provides no evidence of managing grants or subgrants. <input type="checkbox"/> Grant program was clearly fiscally mismanaged. <input type="checkbox"/> Answer is too vague or confusing to evaluate.	While the applicant affirms having successfully managed multiple grants including a CSP for the K-8 campus and that successful drawdown within the allotted time occurred, the response provides no real details or specifics.
Question 4	<input type="checkbox"/> Applicant has at least one financial staff person or contractor with a CPA. <input type="checkbox"/> Applicant's financial staff or contractors have	<input type="checkbox"/> Applicant has at least one financial staff person or contractor with a four-year degree in accounting. <input type="checkbox"/> Applicant's financial staff or	<input checked="" type="checkbox"/> Applicant has at least one financial staff person or contractor with a two-year degree or certificate in bookkeeping.	<input type="checkbox"/> Applicant does not have qualified financial staff or contractors. <input type="checkbox"/> Answer is too vague or confusing to evaluate.	The referenced pages do not directly address the criterion. Pages 68-69 of the charter school application address this topic, yet the specific

Question	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard	Score
	Meets Standards and meets all of the following: 3	Meets all of the following: 2	Meets any of the following: 1	Meets any of the following: 0	12
Points Available	3 compelling experience.	2 contractors have some experience.	1	0	criteria requested cannot be located. It can be inferred that the audit firms hired will obviously have appropriate degrees in accounting and bookkeeping.
Question 5	Not applicable	<input checked="" type="checkbox"/> Applicant has never been suspended or debarred.	<input type="checkbox"/> Applicant has been suspended or debarred in the past but has been removed from the list of excluded parties.	<input type="checkbox"/> Applicant is currently suspended or debarred, or it is not clear whether the applicant is, or has been, suspended or debarred.	Click or tap here to enter text.
Question 6	<input checked="" type="checkbox"/> Applicant has never been designated a high-risk grantee by any grantor.	<input type="checkbox"/> Applicant is not designated a high-risk grantee by any current grantor.	<input type="checkbox"/> Applicant was previously considered a high-risk grantee but is not longer.	<input type="checkbox"/> Applicant is currently considered a high-risk grantee.	Click or tap here to enter text.
Question 7	<input checked="" type="checkbox"/> Fully developed financial policies, procedures, and	<input type="checkbox"/> Fully developed financial policies, procedures, and	<input type="checkbox"/> Partially developed financial policies, procedures,	<input type="checkbox"/> Partially developed financial policies, procedures,	Click or tap here to enter text.