2012

Application for an Ohio Community School

Cleveland Metropolitan School District

1380 East Sixth Street Cleveland, Ohio 44114

Office of Innovative Schools and Strategic Initiatives
Cleveland Metropolitan School District
10/10/2012

Dear Prospective Community School Applicant:

Thank you for your interest in creating a community school sponsored by the Cleveland Metropolitan School District (CMSD). Since Ohio's community school law passed in 1997 over 342 community schools have opened across Ohio[i]. The Cleveland Metropolitan School District is committed to ensuring only the strongest schools open to serve our children. Accordingly, this Community School Application Kit was created to define the information CMSD requires from new community school applicants. Rigorous in its demand for excellent school planning, design and governance, we hope it communicates to prospective school operators the high expectations CMSD sets for new schools.

The Cleveland Metropolitan School District expects the community schools it sponsors to be innovators while at the same time focusing on results. Community schools sponsored by CMSD offer teachers, parents and administrators the chance to design a school from the ground up. For this opportunity, CMSD expects the schools it sponsors to be leaders in improving public education for all students in the city. Schools must develop their own academic design, instructional delivery, and staffing structure all focused on ensuring students post high levels of academic success. Community schools are accountable for performance on the Ohio Achievement Assessments and the Ohio Graduation Test (as applicable) and subject to No Child Left Behind requirements and consequences.

Community schools are secular, tuition-free public schools that operate as independent nonprofit organizations. Our state's community school legislation offers students, families and educators more choices in public education, and allows schools autonomy and flexibility in how they operate in exchange for stricter accountability and higher educational standards. Community schools offer community members, teachers, school leaders and parents the chance to design the academic, organizational, governance and financial operations of a school from the ground up. Community Schools are not a part of the CMSD district and are not governed by the CMSD Board of Education. Community schools operate under a three-year contract that includes specific goals for academic, financial and legal and regulatory compliance and success. Community schools must meet, or post substantial progress toward meeting, the goals in their community contract or face closure.

CMSD is committed to ensuring all new school opportunities granted by the CMSD Board of Education are well designed and supported by individuals with the capacity and the drive to overcome the challenges of preparing students, *all students,* to succeed academically.

The following terms are used throughout the application kit:

Sponsor. (or Authorizer) Community schools are created by application to a designated community school sponsor. The Cleveland Metropolitan School District is designated as a community school authorizer under state law.

Governance. Community schools are governed by a nonprofit governing board. High performing community schools have governing boards that are composed of individuals with a mixture of backgrounds and expertise relevant to governing a public, nonprofit educational organization. Such experience and expertise may include educational program, legal compliance, real estate and facilities, financial management and accounting, fundraising and development, community engagement, and parent involvement.

Autonomy. Community schools operate with substantial autonomy and flexibility in comparison to traditional public schools. Community school operators have the opportunity and responsibility to decide the best ways to allocate resources like time, people and money to best meet the needs of their students within the bounds of the community school law and some laws and regulations that apply to all public schools. For example, operators may determine the length and structure of the school day in a way that best fits the educational program; they may structure staffing in a way that best supports teachers and students; and they may structure the budget to ensure that teachers will have the instructional resources they need to be effective. The authority of community school operators to make these types of decisions is premised on the belief that those closest to students are best suited to make critical decisions about meeting their learning needs.

Accountability. Performance-based accountability is a central component of CMSD's community school policy. CMSD requires that district and community schools have clear, measurable academic performance standards under which they will operate and be evaluated. In addition, community schools must be financially accountable, provide evidence of public satisfaction and support, and must comply with applicable laws such as health and safety, special education and all civil rights laws.

The CMSD Board of Education will only approve applications that clearly demonstrate strong capacity for establishing and operating a high-quality community school. This standard requires a sound education program, organizational plan and financial plan, as well as strong capacity to implement the proposal effectively.

Request for Proposals to Establish a Community Schools sponsored by the Cleveland Metropolitan School District. The remainder of this Application Kit is dedicated to the specific steps and requirements that a community school applicant must follow to submit an application to start a new school. All necessary forms, requirements and deadlines related to the application process are within this Application Kit. The Application Kit, however, is not a guide to community school law and other law that governs the operations of public schools. It is the sole responsibility of the applicant to fully understand and address the legal requirements of all relevant law. Applicants must present a coherent and viable school design that both complies with the law and is likely to improve student learning and achievement for the children in Cleveland.

The Cleveland Metropolitan School District looks forward to reviewing your proposal to launch a new, high-quality, public community school in Cleveland.

Resources for Applicants:

- Ohio Department of Education (ODE) guidance for new school developers
  http://ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=662&ContentID=2321&Content=85590

- Sponsor caps and authorized territory
  http://education.ohio.gov/GD/Templates/Pages/ODE/ODEPrimary.aspx?Page=2&TopicID=737&TopicRelationID=1168

- The Ohio Charter Law Guidebook, published by the Ohio Alliance of Public Charter Schools
  http://www.oapcs.org/files/u253/Sept__20__OAPCS_CLawGB_2012.pdf

- Building Community School Quality resources for setting academic, organizational and financial goals
  www.bcsq.org

Submitting Your Application to the Cleveland Metropolitan School District

In preparing your application, please keep in mind that your answers to the specific question or request carry enormous significance beyond determining whether or not you will be granted the opportunity to organize and operate a community school; they will determine the specific terms of your operational or community agreement and set the conditions of your school's operation. It is therefore critical you do not simply provide a response that may sound impressive on paper. All responses should include plans that are reasonable, feasible and achievable as the school will be held accountable for commitments made.

General Guidance

- Where a question or request is keyed to a specific statutory provision, the statutory provision appears in brackets. Please note that unless specifically indicated otherwise, all references are to provisions contained Ohio Education Rule and Law. For instance, the notation "(§ 3314.01))" refers to Ohio Revised Code.

- Each application request in this document is printed in bold typeface. Immediately following each request in italic typeface is any "guidance" to guide responses to the request. In many cases, it will be impossible to provide an adequate and complete response without careful reference to the guidance as well as the request.

- Each section request is followed by a box that provides the criteria evaluators will use in analyzing your response.

- The applicant must ensure that the application is organized, and that all sections are labeled in the manner and order specified in the "Outline of An Application For a Cleveland Metropolitan Community School." Any changes could result in the proposal responses not being reviewed.

- All responses are to be submitted together by 3:00 p.m. on Wednesday December 19, 2012.

- Certain requests refer to other documents, resources, or sample responses that are available at: www.cmsdnet.net.

Public Disclosure

- The Cleveland Metropolitan School District will release to the public a list containing the names of all proposed community schools submitted, upon request. Included in this release is the name of the applicant and public contact information for the proposed school, the contact person, level of proposed enrollment, grades served, management company or community management organization (if any), and partner organization (if any). In addition, the Proposal Summary form you will be asked to complete below will also be released. While the entire proposal is available under the Freedom of Information Law (Ohio Revised Code 149.43[ii]) all personal and proprietary information will be redacted prior to release.

Submitting the Proposal

Two (2) electronic copies of the proposal on separate flash-drives are required; please see the Submitting the Electronic Copy section below. In addition, Two (2) paper copies *that are exact printouts* of the electronic version must also be submitted. **The electronic version of the proposal is regarded as the official submission. Any ambiguity and/or discrepancy between the electronic version and the paper copy submission will always be resolved in favor of the electronic copy.**

1. Please print all pages single-sided (i.e., text on only one side of each page).

2. Each page should contain a footer that includes the proposed school name and should be consecutively numbered at the bottom of the page. Page numbers should indicate the Section number or Attachment number along with the page number in each section. For example, Section 1-1 would indicate the first section, first page. Section 7-12 would indicate the twelfth page of the seventh section. Attachment 6 B-6 would indicate the sixth page of Attachment 6 B, etc. The application should be organized so that all the Sections come first, followed by the Attachments.

3. **Each electronic copy of the proposal shall consist of all files containing the narrative organized just as the sections are described in the table below. The table also notes what file type is acceptable for each response, i.e., Microsoft Word®, Microsoft Excel® or PDF®.**

4. Your proposal will ultimately contain the following:
   - **The Community School Proposal Transmittal Form.** This must be the cover or first page. The Transmittal Form should be completed and signed by the applicant who will serve as the contact for the Cleveland Metropolitan School District (the "Applicant Contact"). The original signed form must be submitted with the paper copy of the proposal.
   - **Complete Responses to Each Section request**. Please respond to each request on the form and, where appropriate, provide as much clear information as possible to enhance the understanding of the reader of your proposed community school. Each section should start on a new page to separate it from the prior sections. The Cleveland Metropolitan School District requests that you use tabs to separate each Section response provided and you label the tabs with the appropriate section number and/or title.
   - **Responses to Each Attachment request**. Attachments should follow the response to each Section Request and be labeled as identified below.
   - **All sections identified below**. Please remember that even for those responses that are not applicable to your proposal, you must still include a response to that section with a notation that the "This Section is Not Applicable."

Amending applications *After* they Have Been Submitted

Do not send unsolicited amendments following submission of your response to the RFP. If you find that you have inadvertently overlooked something or have additional information to submit, please contact the Cleveland Metropolitan School District' Chief of Innovation and Strategic Initiatives at (216) 348-3651 to determine whether the materials are necessary. If so, the District will advise you regarding how and when to submit the material(s).

When and Where to Submit Applications:

All required electronic and paper submissions are due to the Cleveland Metropolitan School District and should be sent to the following address:

Cleveland Metropolitan School District
Office of Innovative Schools and Strategic Initiatives
Proposal for a Community School
Attention: Evelyn R. Holmes
1380 East Sixth Street, 500 North
Cleveland, OH 44114

Phone (216) 348-3651
Evelyn.R.Holmes@cmsdnet.net

Submitting the Electronic Copies of the Proposal

As noted above, you should submit two(2) electronic versions of your proposal on two (2) separate flash drives set up as follows:

- Create a folder on the flash drive called [School Name] Community School Proposal.

- Within that folder, save the **Community School Proposal Transmittal Form**, the main narrative with section titles and formatted as described below. **Please be sure that if you are using the track changes feature of Microsoft Word® that all changes have been accepted and track changes has been turned off prior to saving.**

- Acceptable electronic formats for the files to be saved are Microsoft Word®, Microsoft Excel® or PDF®. Please include electronic copies of all sections including all related materials.

- Please contact the Cleveland Metropolitan School District at (216) 348-3651with any questions about electronic formatting requirements.

File Type	Required Section Name
PDF®	**Transmittal Form –** At least one signed, original copy with paper and electronic submissions (See Appendix).
Microsoft Word®/PDF®	**Section 1 – Applicant Information**
Microsoft Word®/PDF®	**Section 2 – Mission Statement**
Microsoft Word®/PDF®	**Section 3 – Executive Summary**
Microsoft Word®/PDF®	**Section 4 – Student Enrollment Plan and Rationale**
Microsoft Word®/PDF®	**Section 5 – Simultaneous Submission / Submission to Alternate Sponsoring Entity**
Microsoft Word®/PDF®	**Section 6 – Affiliated Organizations** If the proposed school plans to partner with an organization or hire a management organization to substantially oversee the day to day operations of the school, include that information here. Please note: the CMSD will only consider applications for schools affiliated with nonprofit organizations. At the end of the Section responses, in the Attachment section of your application, include all relevant documents related to Affiliated Organizations, including: **Attachment 6 A – Organization Supplemental Data** (including such information as proof of legal and tax-exempt status, etc.); **Attachment 6 B – Affiliated Organization Term Sheet;** **Attachment 6 C – Affiliate Organization Contracts; and** **Attachment 6 D – Affiliated Organization Selection.** If you do not propose affiliation with a partner or management organization you do not need to provide the attachments. Simply state the school is not affiliated under Section 6.
Microsoft Word®/PDF®	**Section 7 – School Calendar & Weekly Schedule**
Microsoft Word®/PDF®	**Section 8 – Academic Program** Following all section narrative responses, include any supplemental materials such as research or other information as **Attachment 8 A**.
Microsoft Word®/PDF®	**Section 9 – Student Achievement, Organizational & Financial Goals** Following all section narrative responses, include any supplemental materials such as research or other supplemental information you deem necessary as **Attachment 9 A**.
Microsoft Word®/PDF®	**Section 10 – Use of High Quality Assessments** Following all section narrative responses, include any supplemental materials such as research or other supplemental information you deem necessary as **Attachment 10 A**.

File Type	Required Section Name
Microsoft Word®/PDF®	**Section 11 – Curriculum** Following all sections of the narrative responses, include any supplemental curricular materials as **Attachment 11 A.**
Microsoft Word®/PDF®	**Section 12 – Professional Development**
Microsoft Word®/PDF®	**Section 13 – Special Student Populations** Following all section narrative responses, include any supplemental materials such as research or other supplemental information you deem necessary as. **Attachment 13 A.**
Microsoft Word®/PDF®	**Section 14 – High School Diploma Requirements**
Microsoft Word®/PDF®	**Section 15 – Organizational Chart & Staffing Plan**
Microsoft Word®/PDF®	**Section 16 – School Leadership**
Microsoft Word®/PDF®	**Section 17 – Parent & Community Engagement** Following all sections of the narrative responses, include any supplemental materials such as letters of support as **Attachment 17 A.**
Microsoft Word®/PDF®	**Section 18 – Trustee Qualifications & Proposed Board of Trustees** Include the narrative description of each proposed board member as a part of the main application narrative in this section. Include as: **Attachment 18 A – Trustee Request for Information Form** (provided in the Appendix) **Attachment 18 B – Trustee Affiliation Waiver** **Attachment 18 C – Proposed Bylaws** **Attachment 18 D – 501(c)3 documentation**
Microsoft Excel® and Word®/PDF®	**Section 19 – Detailed Budget Narrative, Proposed Budgets, Cash Flow**
Microsoft Word®/PDF®	**Section 20 – Insurance** Following all sections the narrative responses, include any supplemental materials such as insurance documents or quotes as **Attachment 21 A.**
Microsoft Word®/PDF®	**Section 21 – Facilities** Following all sections the narrative responses, include any supplemental materials such as insurance documents or quotes as **Attachment 22 A.**
Microsoft Word®/PDF®	**Section 22 – Timeline**

Community School Application Timeline
Winter 2012-13

Application Submission Deadline
3:00 p.m. EST December 19, 2012

- **CMSD Application Review**
  January 14 – 18
- **Review-Team Analysis**
  (CMSD & External Reviewers)
  January 28- February 1
- **CMSD Interviews with Qualifying Applicants**
  February 6-8
- **Initial recommendation to the CMSD Board of Education**
  February 12, 2013
- **CMSD Board of Education Action February 26**

Section I – Applicant Information

Provide background information regarding each applicant. If you are applying as a single applicant, or as co-applicants, include the following information:

- The full legal name of each applicant;
- The home address, telephone number(s) (home, cell and office), facsimile number (if applicable) and e-mail address for each applicant;
- An assurance that the applicant(s) is, at least, 18 years of age;
- If there is more than one applicant, designate one applicant as the contact person for the proposal ("Lead Applicant"); and
- Provide background information for each applicant, including whether he or she is a teacher, parent, school administrator, and/or community resident and if he or she would be a member of the community school's board of trustees. Required background information includes at least the applicant's educational and employment history; resumes are preferred.

Criteria for Section 1 – Applicant Information
Reviewers will look for:

- Information that is presented as requested and accurately recorded. Reviewers will also the capacity of the applicant to successfully plan and open a high quality public community school.

Section 2 – Mission Statement

Attach the mission statement for the proposed community school. The mission statement should be clear and precise (as in measurable), indicating what the school intends to do, for whom, and to what degree. In just a few sentences the mission statement needs to communicate the essence of the proposed community school to its stakeholders and the public. You may, in addition, use your mission statement to (briefly) address how you will accomplish the goals, if methodology or another element of your school design is a particularly important aspect of the vision.

Criteria for Section 2 – Mission Statement
Reviewers will look for:

- A clear and compelling mission statement that is meaningful, manageable, and measurable; and conveys the core elements of the school design presented in the application.

Section 3 – Executive Summary

In no more than 2,000 words, please provide an Executive Summary that outlines the proposed school's target student population; school curriculum; instructional, organizational, governance and financial design; and the reason the proposed school is likely to meet the needs of Cleveland students.

Criteria for Section 3 – Executive Summary
Reviewers will look for an Executive Summary that:

- indicates a compelling need for the proposed school;
- presents a coherent argument as to why the proposed program is likely to improve student learning;
- identifies why the proposed leadership and governance structure will result in a strong, high-performing, legally compliant and fiscally sound school; and
- how the financial plan supports school success.

Section 4 – Student Enrollment Plan and Rationale

Use the following table to submit student enrollment information for the first five operational years of the proposed community school. The following information is required:

- Grades that the school would serve;
- Ages of the students to be served in each grade (for kindergarten, indicate the date by which a student must turn five in order to be eligible to enroll in the community school);
- Student enrollment information for the first five operational years of the proposed community school, including:
  - Number of students to be served in each grade;
  - Number of children expected in each class; and
  - Total number of enrolled students for each year of the contract term.

Number of Students						
Grades	**Ages**	**Year 1 20__-__**	**Year 2 20__-__**	**Year 3 20__-__**	**Year 4 20__-__**	**Year 5 20__-__**
K						
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
Total students						
Number of classes per grade						
Average number of students per class						

Please note the following in responding to Section 4:

- Include in the narrative response to this section the rationale behind the grades and ages and growth patterns projected in the chart.
- In projecting the number of students in years 2-5 of the proposed charter term, the projected enrollment chart should take into consideration the effect student attrition may have on the school's total enrollment each year. This consideration is especially important if the school intends to limit the intake of students to lower grades and explicitly establish a policy of not admitting students into upper grades (generally referred to as "backfilling").
- If granted a contract the CMSD agreement allows the school to vary its total projected enrollment by up-to 15 percent up or down each year, provided that no fewer than 50 students will be served. Schools are also permitted to vary the number of students in each grade so long it does not result in the near elimination of a grade. Further guidance is provided to schools at the time of contracting.

Criteria for Section 4 – Student Enrollment Plan and Rationale
Reviewers will look for an enrollment plan that:

- aligns with the school's stated mission;
- promotes continuity of educational experience; and
- will contribute to attracting and retaining students for a sustained number of years.

Section 5 – Simultaneous Submissions & Submissions to Another Sponsoring Entity

Indicate whether you have previously applied for community school sponsorship from a sponsoring entity other than the Cleveland Metropolitan School District. If so, provide the name of the sponsorship entity, the date(s) and name(s) of the application(s) submitted and their status. If the application was denied by a sponsorship entity other than the Cleveland Metropolitan School District, provide a copy of the letter from the sponsoring entity stating the reasons for denial. If the application was withdrawn from consideration by a sponsoring entity, please provide the reasons for the withdrawal. If the application was granted, but the community school is no longer in existence, please provide an explanation. If the application was granted and the school is operating, please provide data on student academic performance, school operational, regulatory, legal and financial performance.

Please note the following in responding to Section 5. The district is interested in understanding the applicant's growth in thinking from a prior submission as well as wanting to understand an applicant's capacity in light of the number of community schools the applicant might be pursuing. There is no defined criteria for this response other than to fully explain the status of any simultaneous or prior submissions of the same community school application.

Section 6 – Affiliated Organization Information

If you are filing a proposal in conjunction with a college, university, museum, educational institution, or a not-for-profit corporation with 501(c)3 tax-exempt status under the Internal Revenue Code, please provide the information listed below for each such entity:

- Name of the organization;
- Proof of the legal status of the organization (e.g. not-for-profit corporation, university, etc.) and whether or not the organization has authority to do business in Ohio;
- Proof of tax-exempt status under Internal Revenue Code section 501(c)3;
- Letter of intent or commitment from a bona fide representative of the partner organization indicating affirmation of the partnership and the terms and extent of that partnership;
- Name of a contact person for the partner organization, along with the address, phone number, facsimile number (if applicable), and e-mail of such contact person for the partner organization;
- Description of the nature and purpose of the proposed school's relationship with the organization; and
- Description of how the board will oversee and/or manage the relationship with the organization to ensure the school posts strong evidence of success.

If you are not filing in conjunction with any entity as described above, please so indicate in your response to Section 6 and proceed to Section 7.

Please note the following in responding to Section 6:

- You may file an application with many different types of nonprofit organizations. For the district's purpose in considering your application, these affiliated organizations generally fall into three categories. First, a community nonprofit organization that offers goods or service free of charge. Second, a partnership with an organization that charges fees for services. Third, a management organization that takes a flat percentage of the school's income and, in exchange, provides services that can include staffing, training, providing materials, etc.
- A management organization differs from a partner entity in that the former contemplates entering into a contractual, fee-based relationship with the community school pursuant to which the management organization takes day-to-day responsibility for and management of the community school's educational program and/or other aspects of the school. As set forth in the request, if you are filing in conjunction with a nonprofit school management organization that takes a flat percentage fee (and are not filing in conjunction with any other community or fee based organization partners), you should respond as indicated in Section 6. In addition, please direct the reader to the appropriate information included in the Attachments by stating "See Attachment 6A, 6B and 6C for information on the nonprofit management organization." Complete those attachments and proceed to Section 7.
- Note further that although management organizations typically are contractually bound to provide management services to the community school, it is still the community school's board of trustees that is ultimately responsible to ensure that the school operates in a legally and fiscally prudent manner. More importantly, it is the school's board of trustees that are responsible for overseeing the academic success of the school and holding the management organization responsible for that success.

- The letter of intent or commitment that you are required to provide from each partner organization must specify any services (for a fee or otherwise) or financial or other assistance that the partner has agreed to provide and that you have represented will be provided. If the partner organization will be receiving funds from the community school, the organization must have authority to do business in Ohio as an Ohio legal entity. If you represent that the school will be receiving a service for free or at a reduced rate from the partner organization, the letter from the partner must so indicate. For example: if you elsewhere claim in this community school proposal that tutors will be provided by a university partner on a volunteer basis, and those tutors are a component of your remedial education program, the university partner must provide a firm commitment to provide such tutors on such a basis. If this commitment is not provided, the District's financial analysts will take that omission into consideration when analyzing the financial plan's ability to realistically support the claims in the community school application.
- Depending on the extent of the proposed partner organization's involvement with the proposed community school, the district may request that the partner organization complete a Due Diligence Questionnaire just as a proposed management organization is required to do. This request will occur after the initial proposal review conducted by the district.
- An applicant is best served by submitting a proposal in conjunction with only those entities that are committed to providing a substantial and tangible benefit to the proposed community school. Indeed, in the eyes of the proposal reviewers, an applicant's credibility may suffer when he or she provides a list of partners that add little or nothing to do with the proposed school. In other words, quality, not quantity is key.
- Not every relationship that the school might have with community organizations requires that those organizations be identified formally as partners. For instance, if you plan on frequent field trips to local museums, those museums need not file a proposal in conjunction with you.
- Note that no more than 40 percent of the trustees of a community school sponsored by the Cleveland Metropolitan School District School may be affiliated with any other single entity, other than another community school.

Criteria for Section 6 – Affiliated Organization(s)
Reviewers will look for a response that:

- indicates a thoughtful and detailed partnership relationship wherein the school's board of trustees will hold the partner accountable for increased student achievement results and can take action to sever the partnership if evidence suggests it is not beneficial to continue.

Attachment 7 – School Calendar and Daily/Weekly Schedule

Present a proposed school calendar showing:

- the number of days the school will be in session;
- sample daily or weekly class schedules for each grade showing daily hours of operation and subject areas addressed; and
- allocation of time for core instruction, supplemental instruction, extra-curriculars, and after-school activities, as applicable.

Criteria Section 7 – School Calendar & Daily/Weekly Schedule
Reviewers will look for a response that:

- shows a school year, school day, and overall calendar that supports the school's stated mission, supports strong academic performance for all students and provides for the staffing, activities and programs identified in the application.

Section 8 – Academic Program

Describe the school's overall academic program addressing instructional strategies, staffing configurations that support teaching and learning, strategies for building a scholarly culture, student support programs for specially-abled students, student behavior strategies, etc. Please address how the school will identify students at risk of academic failure and what elements of the academic program are designed to help them succeed before failure is an option at the proposed school. Include a discussion of instructional leadership and make the link to the school's mission and assessment plan.

Please Note: If you would like to submit any supporting date, research or other information to assist reviewers in developing a deeper understanding of the academic program you propose, please include those materials in **Attachment 8 A** at the end of the application narrative.

Criteria Section 8 – Academic Program
Reviewers will look for a response that:

- provides a detailed and specific description as to why this school design will result in high student achievement;
- is supported by research data showing the proposed program meets the needs of the students the school hopes to enroll;
- indicates strong alignment between the culture the school proposes to create and the academic results demanded by the Cleveland Metropolitan School District; and
- includes specific strategies, staffing structures and supports to find that specially-abled students will succeed as students at the proposed school.

Section 9 – Student Achievement, Organizational and Financial Goals

Please provide academic, organizational viability and fiscal goals for the proposed school. Academic goals must include measures of success linked to state assessments as required by Ohio Rule and Law. The Cleveland Metropolitan School District requires community schools to set absolute (status) scores, comparative and growth academic goals. In addition, CMSD requires applicants establish goals for organizational viability and fiscal soundness. You may also submit programmatic goals that will enhance the school's ability to indicate whether it has met the vision set out in the school's vision statement.

Goals should be meaningful, measurable and attainable and contain indicators, measures, metrics and targets as described below.

- **Indicators.** Indicators represent general dimensions of academic quality or achievement, such as "Postsecondary Readiness and Success," that the Consensus Panel has identified as essential. The four key academic quality indicators set forth in this Framework are accompanied by measures, metrics and benchmarks that the Consensus Panel recommends for widespread adoption and use by community schools and authorizers.
- **Measures.** Measures are general instruments or means to assess performance in each area defined by an indicator. Measures require the application of specific metrics or calculation methods (see below). For example, a measure of postsecondary readiness is high school completion.
- **Metrics.** Metrics specify a quantification, calculation method or formula for a given measure. For example, the typical high school completion metric is a graduation rate, such as "the percentage of ninth-graders graduating in four years."
- **Targets.** Taking metrics a step further, targets are specific, quantifiable objectives that set expectations or define what will constitute success on particular measures within a certain period of time. For example, a graduation-rate target might be "90 percent of ninth-graders graduating within four years." Likewise, state-mandated performance levels are common targets. Having well-conceived and well-defined performance targets is important to achieve and evaluate school success[iii].

Academic Goal Samples

Indicator	Measure	Metric	Target
Student Academic Performance (Status)	Proficiency Levels on State Assessments by Grade and By Subject	-Percentage of students at proficient -	**Year 1** – Baseline **Year 2** – 20% improvement over baseline scores **Year 3** – 15% improvement over Year 2 scores **Year 4** – Half the difference from year three scores and 100% proficient **Year 5 –** Half the difference between year four scores and 100% proficient
Student Academic Performance (Growth)	Criterion-Referenced Longitudinal Growth	-Percentage of students making adequate growth to reach or maintain proficiency during a certain period of time. -Percentage of students already proficient or advanced who maintain or improve their performance level	**Year 1 –** XX % students making adequate growth **Year 2 –** XX more students making adequate yearly growth.

Criteria Section 9 – School Goals

Reviewers will look for academic, operational and fiscal goals that convey:

- a genuine commitment to accountability for results;
- evidence of the competence to achieve those results;
- goals that are clear, measurable, and data-driven; and
- goals that are consistent with the school's mission and program.

Section 10 – Use of High Quality Assessments

Describe how the proposed school will use high quality assessments (diagnostic, formative and summative) designed to measure students' knowledge, understanding of and ability to apply critical concepts using a variety of item types and formats. Your response to this question must address the following:

- Plans for selecting or developing relevant high-quality assessments;
- Identification of who will be responsible for administering assessments and collecting and analyzing the data; and
- How the school's stakeholders (board of trustees, school administrators, teachers, parents and students) will use these assessment results and for what purpose.

Please Note: The single most important factor the Cleveland Metropolitan School District will use in determining the success of a community school is its record in generating high-quality evidence of student achievement. Your response should include the subjects and grade levels tested by the Ohio Department of Education's statewide assessment system, but it should also reflect the school's serious commitment to high student achievement. If the school plans to use interim diagnostic assessments or other assessments in addition to the state test please describe them in response to this section.

Criteria Section 10 – Use of Assessments:
Reviewers will look for a response that coveys:

- an understanding of how assessments are used to improve school performance;
- how the board will use leading and lagging student data to oversee the school's progress toward its goals; and
- how the school will use assessment results to communicate its successes and challenges to the public.

Section 11 – Curriculum

Describe in detail the curriculum materials that will be used by the school, including the objectives, content, skills taught, and instructional methods used in the main subject areas at each grade or performance level.

Provide specific citations to research that show the curriculum and instructional methods have proven successful with the student population the school will serve.

Attach a map of the curricula, by grade and subject, so there is a clear understanding of what will be taught and when. If your school does not have a curriculum map, include a timeline for developing one that contains key dates and describes the process with specificity.

In addition to the curricular map, provide two sample lessons (from two different grade levels) that demonstrate how the school's educational philosophy and mission play out in the classroom. In your sample lessons, indicate how the curriculum is aligned with Ohio standards and/or the school's additional standards, as well as how limited English proficient learners, disabled students, and students who enter the school below grade level will be engaged in and benefit from the curriculum.

Finally indicate how the school's professional development plans will ensure the school attracts, trains and retains and retools staff to ensure that classroom instruction is rigorous in its pursuit of ensuring students meet Ohio State standards.

Criteria Section 11 – Curriculum
Reviewers will look for a response that coveys:

- consistency with the school's mission and education program design;
- a clear and coherent framework for teaching and learning -- particularly in the core academic areas of English language arts, mathematics, science and social studies -- that will ensure alignment with Ohio State standards and testing program;
- an understanding of research supported instructional strategies; and a coherent framework for professional development and support for teachers that is likely to support effective implementation.

Section 12 – Professional Development

Describe how the school's professional development program will assist teachers in meeting student academic needs and school goals by addressing identified shortcomings in student learning and teacher pedagogical skill and content knowledge.

Criteria Section 12 – Professional Development
Reviewers will look for a response that:

- is linked to the mission of the school as well as state curricular and assessment demands;
- provides details necessary to determine that the school has earmarked sufficient resources to support the program;
- reflects the ongoing support and training for novice teachers;
- is linked to student academic needs not adult interests;
- is evaluated regularly an systematically to determine its effectiveness;
- indicates strong alignment between the culture the school proposes to create and the academic results demanded by the Cleveland Metropolitan School District; and
- includes specific strategies, staffing structures and supports to ensure that specially-abled students will succeed at the proposed school.

Section 13 – Special Student Populations

For each of the following populations, (1) describe how the school will identify the students, develop plans for their education, and monitor their progress; (2) include the services that the school will make available for each population, and identify services that will be contracted; and (3) detail the professional development that the school will provide to staff regarding these populations:

- Students with disabilities;
- Gifted students;
- Limited English Proficient students; and
- Homeless students.

Criteria Section 13 – Special Student Populations
Reviewers will look for a response that:

- provide assurance of a strong understanding of special student population needs and requirements under state and federal law;
- is detailed and goes beyond boiler plate policy language to indicate detail regarding how the school's program meets the needs of special student populations; and
- presents a staffing plan supports an anticipated number of students and abilities.

Section 14 – High School Graduation Requirements

If the proposed school will serve high school students, please provide the school's graduation requirements. Ensure that the graduation requirements comply with those determined by the Ohio Department of Education[iv]. Include the school's requirements for diploma and diploma with honors.

Please note: If the proposed school does not plan to serve high school students, please indicate that as the response to Section 14.

Criteria Section 14 – Graduation Requirements:
Reviewers will look for a response that:

- aligns with the demands of the state and reflects any unique program elements of the proposed school; and
- details specific requirements set by the school if called for as a component of the school's program (performance, portfolio, community service requirements, etc.).

Section 15 – Organizational Chart & Staffing Plan

Provide an organizational chart and staffing plan for the school. The plan and charter should identify plans for the first five years of the school and reflect the needs of the academic program described in the application. It should similarly align with the budget presented in the application. The organizational chart should clearly indicate the reporting structure of staff to the board of trustees, and staff to the school leader(s). If the charter school intends to contract or partner with an entity for management or educational services, the organizational chart should also reflect that relationship and the narrative should include a discussion of the role of the management or partner organization.

Criteria Section 15 – Organization Chart & Staffing Plan
Reviewers will look for a response that:

- provides a clear delineation of the roles and responsibilities for administering the day-to-day activities of the school;
- demonstrates understanding of management needs and priorities;
- illustrates that staffing and leadership are designed to successfully implement the proposed school design; and
- indicates the staffing plan is viable and adequate for effective implementation of the proposed educational program.

Section 16 – School Leadership

Describe the characteristics of the school leader or leaders planned for the proposed school. Indicate why that leadership design was selected and how it supports strong school performance. Provide the attributes identified by the board as central to the selection of a person to lead the school. If the school has already selected a leader, include that person's curriculum vita or resume and provide insight as to why the board selected that individual.

Criteria Section 16 – School Leadership
Reviewers will look for a response that:

- indicates the founders have identified key elements necessary for strong school leadership;
- demonstrates a link between the attributes of leadership sought by the school and the program described in the application; and
- identifies how the attributes of school leadership and the proposed leadership structure will assist the school in avoiding challenges related to school start up.

Section 17 – Parent & Community Engagement

Please indicate the following:

- Is there an established interest in the school on the part of parents and the community? How do you know? What evidence can the school provide that, should the school be granted a charter, it will attract the number of student necessary to support the school's design as presented in this application?
- What other public schools are within 2 miles of your desired location? What is the academic performance of those schools? Their enrollment?
- What steps to engage parents in supporting the school's academic and overall success will the school take? Please identify the type and frequency of parent engagement opportunities. Detail how the school builds and maintains family-school partnerships that strengthen support for student learning.
- List any community partners the school may have developed and describe their role in contributing to the school and the students' success. Include letters of support or other information to support the plans outlined in the proposal.

Criteria Section 17 – Parent & Community Engagement
Reviewers will look for a response that demonstrates:

- strong evidence of parent demand for the school;
- links between the attributes of leadership sought by the school and the program described in the application; and
- the likelihood that the attributes of school leadership and the leadership structure proposed will assist the school in avoiding challenges related to school start up.

Section 18 – Trustee Qualifications and Proposed Board of Trustees

Ohio community schools are subject to both the Ohio Open Meetings Act (Ohio Revised Code Section 121.22) which provides that meetings of community school governing boards be open to the public, and the Ohio Public Records Act (Ohio Revised Code Section 149.43), which provides that many community school records be made available to the public upon request. Additionally community school governing board members are subject to Ohio ethics and conflict of interest laws (Ohio Revised Code Chapter 102 and Sections 2921.42 and 2921.43). As such, we need information as outlined below.

Please provide the qualifications, attributes and characteristics required for membership on the board of trustees. List the proposed members of the board of trustees for the charter school, indicating any ex-officio members (seats filled because of a person's position or status, e.g. a parent representative). If any seat is proposed to be non-voting, please so indicate but understand that such persons will not count toward the minimum number of trustees needed (five) nor toward quorum. Please note that ex-officio seats are voting seats unless specified as non-voting. Also indicate any vacant positions expected to be filled. Each proposed trustee with authority to vote who is named must complete the "Request for Information from Prospective Charter School Board Members" included in the Appendix of this document.

Please include the following information as requested:

Attachment 18 A:	Board of Trustee curricula vita or resumes with each resume followed by the Prospective Charter School Board Member form
Attachment 18 B:	Bylaws for the Board of Trustees of the proposed school
Attachment 18 C:	501(c)3 documentation

Please note that no more than 40 percent of the board of trustees may be affiliated with any single entity, except another community school. Also note the restrictions on board membership for persons affiliated with a nonprofit management company.

Also note: please include a statement of how the trustees will comply with all Auditor of State requirements, and include copies of policies, procedures & controls.

Criteria Section 18 – Board of Trustee Qualification:
Reviewers will look for a response that:

- indicates the trustees look for a balanced mix of skills and knowledge including, but not limited to knowledge of academically successful schools, data analysis, nonprofit governance, education, municipal law, finance, real estate, etc.;
- demonstrates a link between the attributes of leadership sought by the board and the mission and vision of the school; and
- indicates the type and frequency of information the board will use to govern the school.

Section 19 – Budgets & Budget Narrative

Applicants are required to use the Cleveland Metropolitan School District's Community School Budget Template. This template is available in the Appendix as well as in electronic format. Use the budget templates and provide first-year and five-year budget projections. The mandatory budget and cash flow templates are provided. Assumption columns are available within the file for comments. In addition to line item comments, provide a full budget narrative outlining all assumptions underlying budgetary projections. If the budget includes any private contributions, grant funds or other philanthropic funds in the school budget, please provide letters of commitment from the funding sources detailing the amounts and uses for the funding.

Please note the following:

- The Start-Up budget refers to the period of time before the school officially opens. The budget for this period should show revenues and expenditures the school anticipates receiving and incurring while getting the school up and running. The typical start-up period usually consists of the six to eight months prior to receiving the first per pupil aid payment.
- The Cash Flow – Start-Up & Pre-opening Period is a cash flow projection that should reflect a well thought out timetable of anticipated receipts and outlays on a month-by-month basis. This monthly cash flow should ideally match the "Start-Up" budget.
- The Year One Budget & Assumptions refers to the first year the school will be in operation. This is arguably the most fiscally crucial year in the initial charter term. The template for year one will require potential schools to break down the budget into program (i.e. regular education, special education and other) and support services (i.e. fundraising and management and general). In addition to the budget, be sure to include all assumptions used in all calculations. A budget without a full set of stated assumptions cannot be meaningfully reviewed.
- The Year One Cash Flow is a cash flow projection for the school's first year that should reflect a well thought out timetable of anticipated receipts and outlays on a month-by-month basis. The totals in this template should match the year one budget totals and assumptions. Due to the importance of the first operational year, it is crucial that potential schools think about and plan out every month to ensure fiscal stability.
- The Five Year Budget and Cash Flow Adjustments is a five year outlook for the first five years of school operation. Schools should complete this tab and include all assumptions for calculations used in years two through five in the column/space provided. Adjustments that affect cash flow (depreciation, capitalized expenditures, etc.) can also be made to the bottom of the template so an accurate depiction of actual cash flow can be shown.
- When preparing budgets and cash flows, schools should not include federal Charter School Program (CSP) Grant funds. Schools should present a sound operational model based on the operational funding it will receive based on enrollment. The CSP grant is competitive and there is no guarantee a school will receive an award and funding.

Criteria Section – 19 Budgets:
Reviewers will look for a response that:

- presents budget priorities that are consistent with and support key parts of the plan, including the school's mission, educational program, staffing and facility;
- presents realistic, evidence-based revenue and expenditure assumptions, including for any plan to incur and repay debt;
- presents viable strategies for meeting potential budget and cash flow challenges, particularly for the first year of operation; and
- demonstrates a commitment to maintaining the financial viability of the school.

Section 20 – Insurance

State the board's approach to minimizing liability of the charter school, its governing board members and employees. CMSD requires the schools that it sponsors to obtain at least the following coverage:

- Commercial General Liability policy that expressly covers Corporal Punishment (even though Ohio law prohibits the use of Corporal Punishment in public schools);
- Liability and Athletic Participation Medical Liability;
- Commercial general liability insurance with limits of one million dollars ($1,000,000) per occurrence and two million dollars ($2,000,000) aggregate;
- Automobile liability insurance of one million dollars ($1,000,000);
- Employee dishonesty insurance with limits of five hundred thousand dollars ($500,000); and
- Educators legal liability insurance (which shall include coverage of trustees and officers of Community School) with limits of one million dollars ($1,000,000) each claim and two million dollars ($2,000,000) aggregate.

Please list the providers from which the board will seek coverage. **Please note:** The Cleveland Metropolitan School District must be listed as an additional named insured on each of these insurance policies.

Criteria Section 20: Insurance
Reviewers will look for a response that:

- completely address the identified requirements and indicate the board's diligence in working to protect the school.

Section21 – Facilities

If you have identified a facility, describe the proposed facility and its location, including the address, site plan, and floor plan (include the number and size of the classrooms, common areas, recreational space, any charter facilities, and any residential facilities that will also be used by the school). Indicate whether the property and/or facility will be leased or purchased.

If the facility has been or will be purchased, please provide the following information:

- Cost of the land and building;
- The entity or individual that will own the property;
- Whether the facility is a new construction or a retrofit;
- How the new construction or retrofit will be financed;
- Whether the owner is a party to this application;
- Conflicts of interest if they exist;
- A copy of the mortgage or deed; and
- Copy of the financing documents.

If the facility will be leased, please provide the following information:

- Whether it is a permanent or temporary site;
- The entity or individual that will be the lessee;
- Whether any party to the lease is a party to this application;
- Whether the development team will need to make leasehold improvements (if so, explain whether there will be any rent abatement for these improvements);
- Conflicts of interest if they exist; and
- A copy of the lease.

If you have not identified a facility but are researching properties, please describe the locations you are targeting and the rationale for locating in those neighborhoods. Also include a discussion of the rational for the space the school will need, describe in general terms the school's thinking as to what features of the program are required to support the program outlined in the proposal. Provide a discussion of the amount of funds the school anticipates devoting to facilities, leasehold improvements, etc.

Criteria Section 21 – Facilities
Reviewers will look for a response that:

- Reflects the founding board's understanding of facilities challenges; and
- Indicates the proposed board has or has access to the expertise and knowledge necessary to secure a quality facility.

Section 22 –Timeline

Present a timeline with specific actions the school will take should it receive a charter that outlines activities between the date the contract is signed (anticipated mid-winter 2012-13) and the proposed first day of school. Outline the governance, financial, staffing and academic program steps required to prepare the school to open. Attach responsibilities to members of the proposed staff and / or governing board.

Criteria Section 22: Timeline
Reviewers will look for a response that:

- indicates a thoughtful approach to the organizational, financial and academic steps it takes to ready a school to welcome children;
- a well-timed plan for student recruitment and enrollment of students; and
- activities scheduled in order to meet the timing required for the CMSD community school pre-opening checklist which must be complete no later than 60 days prior to the opening of school.

Appendix

Application for a Community School Transmittal Cover Page
Cleveland Metropolitan School District

1. Name of Proposed School: _____

2. Proposed Location of the School: *(Provide an address if available. If not available, please provide the general area of the city for the desired location of the school.)*

3. Enrollment:

Contract Year	Grades Served	Total Enrollment
Year 1		
Year 2		
Year 3		
Year 4		
Year 5		

4. Desired School Opening Date:

5. Proposed Affiliations:

7. Lead Applicant Contact Information:

Name:
Mailing Street Address:
City: **State:** **Zip:**
Home Phone #
Cell Phone #
Fax #
Email Address:
Lead Applicant Public / Media Contact Name:
Lead Applicant Public / Media Contact Number:

Signature of Lead Applicant: _____ **Date:**_____

To Be Completed by CMSD Only:

Date Received:	By:

Request for Information from
Prospective Community School Trustee

Note: Each member of the school's proposed board of trustees must complete this form. All forms must be included with the application.

Please provide the following information.

Background

1. Name of Charter School for which you intend to serve as a trustee.

2. Full name:
   Home Address:
   Business Name and Address:
   Home telephone No.:
   Work telephone No.:
   E-mail address:

3. A brief educational and employment history (you may attach a resume): ☐ Resume attached.

4. Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board. ☐ I affirm.

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above). ☐ No. ☐ Yes.

6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. ☐ No. ☐ Yes.

7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement. ☐ No. ☐ Yes.

Conflicts

8. Please indicate whether you or your spouse knows any of the other school trustees, or prospective or former school trustees. If so, please indicate the precise nature of your relationship. ☐ I / we do not know any such trustees. ☐ Yes.

9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship. ☐ I / we do not know any such employees. ☐ Yes.

10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school. ☐ I / we do not know any such persons. ☐ Yes.

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted. ☐ I / we do not anticipate conducting any such business. ☐ Yes.

12. If the school contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship. ☐ Not applicable because the school does not contact with a management company or charter management organization. ☐ I / we do not know any such persons. ☐ Yes.

13. If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. ☐ N/A. ☐ I / we have no such interest. ☐ Yes.

14. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. ☐ N/A. ☐ I / we or my family do not anticipate conducting any such business. ☐ Yes.

Certification

I, _____, certify to the best of my knowledge and ability that the information I

am providing in regards to my application to serve as a member of the board of trustees of the

_____ Community School is true and correct in every respect.

_____ _____

Signature Date

Budget Templates

Revised 10/10/2012
IRN No. County:

Community School NAME

Five Year Budget (Receipt, Disbursements, and Changes in Fund Cash Balances)
the Fiscal Years Ending June 30, 2013 through 2017, Forecasted

	Forecasted				
	Fiscal Year 2013	Fiscal Year 2014	Fiscal Year 2015	Fiscal Year 2016	Fiscal Year 2017
Operating Receipts					
State Foundation Payments (3110, 3211)	$0	$0	$0	$0	$0
Charges for Services (1500)	0	0	0	0	0
Fees (1600, 1700)	0	0	0	0	0
Other (1830, 1840, 1850, 1860, 1870, 1890)	0	0	0	0	0
Total Operating Receipts	0	0	0	0	0
Operating Disbursements					
100 Salaries and Wages	0	0	0	0	0
200 Employee Retirement and Insurance Benefits	0	0	0	0	0
400 Purchas Services	0	0	0	0	0
500 Supplies and Materials	0	0	0	0	0
600 Capital Outlay -New	0	0	0	0	0
700 Capital Outlay - Replacement	0	0	0	0	0
800 Other	0	0	0	0	0
Total Operating Disbursements	0	0	0	0	0
Excess of Operating Receipts Over (Under) Operating Disbursements	0	0	0	0	0

Non-operating Receipts/(Disbursements)					
State Grants (3200, except 3211)	0	0	0	0	0
Donations (1820)	0	0	0	0	0
Interest Income (1400)	0	0	0	0	0
Debt Proceeds (1900)	0	0	0	0	0
Debt Principal Retirement	0	0	0	0	0
Interest and Fiscal Charges	0	0	0	0	0
Transfers - In	0	0	0	0	0
Transfers - Out	0	0	0	0	0
Total Nonoperating Revenues/(Expenses)	0	0	0	0	0
Excess of Operating and Nonoperating Receipts Over/(Under) Operating and Nonoperating Disbursements	0	0	0	0	0
Fund Cash Balance Beginning of Fiscal Year	0	0	0	0	0
Fund Cash Balance End of Fiscal Year	$0	$0	$0	$0	$0

Disclosure Items for State Fiscal Stabilization Funds	
Personal Services SFSF	
Employees Retirement/Insurance Benefits SFSF	
Purchased Services SFSF	
Supplies and Materials SFSF	
Capital Outlay SFSF	
Total Expenditures - SDFSF	$0

Year 1 Budget p. 1

Applicant school:															
Year 1 Cashflow Summary	**Jul**	**Aug**	**Sept**	**Oct**	**Nov**	**Dec**	**Jan**	**Feb**	**Mar**	**Apr**	**May**	**Jun**	**Total**
Total Revenue													**0**
Total Expenses													**0**
Over/(Under)													**0**
Total Enrollment													**0**
Year 1 Cashflow Budget	**Jul**	**Aug**	**Sept**	**Oct**	**Nov**	**Dec**	**Jan**	**Feb**	**Mar**	**Apr**	**May**	**Jun**	**Total**
													0
REVENUE													**0**
State Revenue													**0**
State Foundation													**0**
PBA													**0**
Special Education													**0**
Parity													**0**
Food Service													**0**
Other													**0**
Total State Revenues	0	0	0	0	0	0	0	0	0	0	0	0	**0**
Federal Revenue													**0**
CCIP													**0**
Title I													**0**
Title I ARRA													**0**
Title I SI													**0**
Title II-A (PD)													**0**
Title II -D (Tech.)													**0**
Title III (LEP & Immigrant)													**0**
Title IV (Safe & Drug Free)													**0**
Title V (Innovative Ed)													**0**
Title VI (Rural Ed)													**0**
IDEA-B (Spec. Ed)													**0**
SFSF													**0**
PCSP													**0**
Other													**0**
Total Federal Revenues	0	0	0	0	0	0	0	0	0	0	0	0	**0**
Total Fundraising Revenues													**0**
TOTAL REVENUE	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**

Year 1 Budget p. 2

EXPENSES														
Administrative Personnel Costs	# positions													0
Executive Management														0
Instructional Management														0
Deans, Directors & Coordinators														0
CFO/Director of Finance														0
Operations/Business Manager														0
Administrative Staff														0
Other														0
Total Administrative Personnel Costs		0	0	0	0	0	0	0	0	0	0	0	0	0
Instructional Personnel Costs	# positions													0
Teachers - Regular														0
Teachers - Special Ed														0
Substitute Teachers														0
Teaching Assistants														0
Specialty Teachers														0
Aides														0
Therapists & Counselors														0
Other														0
Total Instructional Personnel Costs		0	0	0	0	0	0	0	0	0	0	0	0	0
Non-Instructional Personnel Costs	# positions													0
Nurse														0
Librarian														0
Custodian														0
Security														0
Other														0
Total Non-Instructional Personnel Costs		0	0	0	0	0	0	0	0	0	0	0	0	0
Subtotal # personnel		0	0	0	0	0	0	0	0	0	0	0	0	0
Subtotal Personnel Costs		0	0	0	0	0	0	0	0	0	0	0	0	0
Payroll Taxes & Benefits														
Payroll Taxes & Benefits														0
Employee Benefits														0
Retirement/Pension														0
STRS/SERS														0
Total Payroll Taxes & Benefits		0	0	0	0	0	0	0	0	0	0	0	0	0
Contracted Services														0
Accounting/Audit														0
Legal														0
Treasurer														0
Data Reporting														0
Management Company Fee														0
Nurse/Health Services														0
Food Service/School Lunch														0
Payroll														0
Special Education														0
Sponsorship Fee														0
Other														0
Total Contracted Services		0	0	0	0	0	0	0	0	0	0	0	0	0

Year 1 Budget p.3

School Operations													**0**
Board Expenses													**0**
Classroom/Teaching Supplies & Materials													**0**
Special Education Supplies & Materials													**0**
Textbooks/Workbooks													**0**
Supplies & Materials Other													**0**
Equipment/Furniture													**0**
Telephone													**0**
Technology													**0**
Student Testing & Assessment													**0**
Field Trips													**0**
Transportation													**0**
Student Services (Other)													**0**
Office Expenses													**0**
Staff Development													**0**
Staff Recruitment													**0**
Student Recruitment/Marketing													**0**
School Meals													**0**
Travel (Staff)													**0**
Fundraising													**0**
Other													**0**
Total School Operations	0	0	0	0	0	0	0	0	0	0	0	0	**0**
Facility Operation & Maintenance													
Insurance													**0**
Janitorial													**0**
Building and Land Rent/Lease													**0**
Repairs & Maintenance													**0**
Equipment/Furniture													**0**
Security													**0**
Utilities													**0**
Total Facility Operation & Maintenance	0	0	0	0	0	0	0	0	0	0	0	0	**0**
TOTAL EXPENSES	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
UNDER/(OVER)	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**

5 Year Projected Budget p. 1

Applicant school:											
5 Year Summary						**2011-12**	**2012-13**	**2013-14**	**2014-15**	**2015-16**	**Total:**
Total Revenue											0
Total Expenses											0
Over/(Under)											0
Total Enrollment											0
5 Year Projected Budget						**2011-12**	**2012-13**	**2013-14**	**2014-15**	**2015-16**	
REVENUE											
State Revenue											0
State Foundation											0
PBA											0
Special Education											0
Parity											0
Food Service											0
Other											0
Total State Revenues						0	0	0	0	0	0
Federal Revenue											
CCIP											
Title I											0
Title I ARRA											0
Title I SI											0
Title II-A (PD)											0
Title II -D (Tech.)											0
Title III (LEP & Immigrant)											0
Title IV (Safe & Drug Free)											0
Title V (Innovative Ed)											0
Title VI (Rural Ed)											0
IDEA-B (Spec. Ed)											0
SFSF											0
PCSP											0
Other											0
Total Federal Revenues						0	0	0	0	0	0
Total Fundraising Revenues											0
TOTAL REVENUE						**0**	**0**	**0**	**0**	**0**	**0**

5 Year Projected Budget p.2

EXPENSES								
Administrative Personnel Costs*								0
Executive Management								0
Instructional Management								0
Deans, Directors & Coordinators								0
CFO/Director of Finance								0
Operations/Business Manager								0
Administrative Staff								0
Other								0
Total Administrative Personnel Costs			0	0	0	0	0	0
Instructional Personnel Costs*								0
Teachers - Regular								0
Teachers - Special Ed								0
Substitute Teachers								0
Teaching Assistants								0
Specialty Teachers								0
Aides								0
Therapists & Counselors								0
Other								0
Total Instructional Personnel Costs			0	0	0	0	0	0
Non-Instructional Personnel Costs*								0
Nurse								0
Librarian								0
Custodian								0
Security								0
Other								0
Total Non-Instructional Personnel Costs			0	0	0	0	0	0
Subtotal # personnel*			0	0	0	0	0	0
Subtotal Personnel Costs			0	0	0	0	0	0

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Payroll Taxes & Benefits						
Payroll Taxes & Benefits						0
Employee Benefits						0
Retirement/Pension						0
STRS/SERS						0
Total Payroll Taxes & Benefits	0	0	0	0	0	0
Contracted Services						
Accounting/Audit						0
Legal						0
Treasurer						0
Data Reporting						0
Management Company Fee						0
Nurse/Health Services						0
Food Service/School Lunch						0
Payroll						0
Special Education						0
Sponsorship Fee						0
Other						0
Total Contracted Services	0	0	0	0	0	0
School Operations						
Board Expenses						0
Classroom/Teaching Supplies & Materials						0
Special Education Supplies & Materials						0
Textbooks/Workbooks						0
Supplies & Materials Other						0
Equipment/Furniture						0
Telephone						0
Technology						0
Student Testing & Assessment						0
Field Trips						0
Transportation						0
Student Services (Other)						0
Office Expenses						0
Staff Development						0
Staff Recruitment						0
Student Recruitment/Marketing						0
School Meals						0
Travel (Staff)						0
Fundraising						0
Other						0
Total School Operations	0	0	0	0	0	0
Facility Operation & Maintenance						0
Insurance						0
Janitorial						0
Building and Land Rent/Lease						0
Repairs & Maintenance						0
Equipment/Furniture						0
Security						0
Utilities						0
Total Facility Operation & Maintenance	0	0	0	0	0	0
TOTAL EXPENSES		**0**	**0**	**0**	**0**	**0**
UNDER/(OVER)	**0**	**0**	**0**	**0**	**0**	**0**

Endnotes

[i] Ohio Department of Education Community School Directory
http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=1168&ContentID=9473&Content=91227

[ii] http://codes.ohio.gov/orc/149.43
[iii] See Building Community School Quality National Academic Consensus Panel document for additional details www.bcsq.org.

[iv] Ohio Department of Education Graduation Requirements are located at:
http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=1702&ContentID=26298&Content=88472