

Alabama Public Charter School Commission

Charter Actions Requiring a Vote

- ☒ Charter School Application/Appeal
☐ Charter Renewal
☐ Charter Contract Amendment
☐ Charter School Notice of Concern
☐ Commence Charter Revocation Proceedings
☐ Revoke a Charter

Policies

- ☐ Policy Changes
☐ New Policy
☐ Amendment to a New Policy

PREPARED BY: Mrs. Logan Searcy, Executive Director
SUBJECT: Charter Application - Florecer Community School
DATE: April 29, 2026

The following application to open a charter school beginning in the 2027-2028 school year was submitted to the Alabama Public Charter School Commission on March 18, 2022. A capacity interview was held on the morning of April 28, 2026, and a public forum was held on the evening of April 28, 2026, in Birmingham, Alabama.

Commission Action

The Executive Director of the Alabama Public Charter School Commission requests that the Commission vote to approve or deny the application for Florecer Community School.

Background

Information about the background of the applicant.

Name of Applicant Group	Florecer Community School
Mission and Vision	Florecer Community School states their mission as: <i>"Florecer Community School is a K–8 Spanish–English dual language charter school serving the Ensley/Greater Birmingham community. Our mission is to cultivate academically excellent, bilingual, and biliterate students who demonstrate strong character, critical</i>

	<i>thinking, and a deep sense of purpose. Through a rigorous dual-language instructional model, culturally responsive teaching, and strong family and community partnerships, Florecer prepares scholars to achieve at high levels, lead with audacious hope, and contribute meaningfully to the economic, civic, and cultural vitality of Birmingham while engaging confidently in an interconnected global society.”</i>																					
Grade Span	Florecer Community School will serve grades K-8. The school will open with grades K-2 and expand by adding one grade each year until all grades served by year 7.																					
Proposed Enrollment	Florecer Community School will begin with 120 students in year one (40 in each grade level) and will expand to serve 405 students by year 7 (45 students per grade level).																					
Target Population	Florecer anticipates a diverse and robust demographic of English Language Learners, heritage Spanish speaking students, and students from varying backgrounds. Table: Anticipated Demographics of Florecer Community School <table><tr><th>% of Student Demographic</th><th>Florecer Community School</th><th>Birmingham City Schools</th></tr><tr><td>% Black</td><td>70</td><td>90.94</td></tr><tr><td>% Latino/Hispanic</td><td>25</td><td>7.30</td></tr><tr><td>% Asian, Native Hawaiian, Pacific Islander</td><td>1</td><td>.8</td></tr><tr><td>% American Indian, Native American, Alaska Native</td><td>1</td><td>3.1</td></tr><tr><td>% White</td><td>10</td><td>4.1</td></tr><tr><td>% Economically Disadvantaged</td><td>85</td><td>68.12</td></tr></table>	% of Student Demographic	Florecer Community School	Birmingham City Schools	% Black	70	90.94	% Latino/Hispanic	25	7.30	% Asian, Native Hawaiian, Pacific Islander	1	.8	% American Indian, Native American, Alaska Native	1	3.1	% White	10	4.1	% Economically Disadvantaged	85	68.12
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% Economically Disadvantaged	85	68.12																				

	% English Language Learners 10 5 % Students with Special Needs 10 12.8
Desired Location	Florece Community School has identified a space located at 1809 Avenue E, Birmingham, AL 35218, totaling approximately 14,000 square feet.
Unique Elements of the Education Program	Florece Community School will provide a rigorous, linguistically diverse K–8 educational program designed to address opportunity gaps in bilingual education and academic achievement.
Community Support	Florece Community School has built partnerships with The Chalkers Group, Jefferson State Community College, Cohill Foundation, The Flourish AL, Magic Box Conversations, Rooted Impact Consulting, MoDiv, BuildUp Community and Latino News. Florece Community School's application states that the school has engaged in over 100 families through community forums, events, and conversations.
Public Forum	A public forum was held on April 28, 2026 at Five Points West Regional Branch Library in Birmingham, AL. Twenty people attended in person and 29 participants joined via Zoom.

Applicants' Strengths:

- School Culture: Florece's articulated a school culture plan that integrates all stakeholders including students, parents and staff.
- Governing Board: Florece's identified governing board members have the desired skillset and expertise needed to govern a charter school in Alabama.
- Innovative Program Offering: Florece's dual language model is unique to Alabama and offers a new educational option.

Applicants' Areas Needing Further Attention:

- Student Recruitment and Enrollment: Florece's recruitment plan lacked specific details regarding strategies and activities they would do to reach enrollment targets.

- Financial Capacity Upon Opening: Floreecer's currently identified school leaders lack documented experience or background in financial matters necessary to operate a charter school.
- Student and Performance Standards: Floreecer's application lacked clarity on how the dual language aspects would align with academic assessments and student performance standards.



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Application Rubric Florecer Charter School

1.	GENERAL INFORMATION				Score
					100%
	1.1 School Information				0-1
	Incomplete	Complete			1
	1.2 Primary Contact Person Information				0-1
	Incomplete	Complete			1
	1.3 Operational Information				0-1
	Incomplete	Complete			1
	1.4 Acknowledgement				0-1
	Incomplete	Complete			1
2.	EXECUTIVE SUMMARY				Score
					74%
	2.1 Mission Statement				1-2-3-4
	Weak	Fair	Good	Excellent	
	Mission statement is missing or not compelling.	Mission statement is compelling but targeted inappropriately for the identified student population.	A compelling mission statement suitable for the target population.	A well expressed and compelling mission statement tied to an organizing theme suitable for the target student population.	3
	2.2 School Vision				1-2-3-4
	Weak	Fair	Good	Excellent	
	No information on the community being served; or information on the community being served without a clearly expressed vision for how the school fits within that community.	Information on the community being served with a clear vision for how the school fits within that community, but without long-term goals identified.	Detailed information on the community being served with clearly-expressed long term goals for the proposed school that are connected to the needs of the community.	Detailed information on the community being served with clearly-expressed long term goals that are connected to the needs of the community with benchmarks and aligned to the Alabama School Choice and Student Opportunity Act.	2
	2.3 Education Plan/School Design				2-4-6-8
	Weak	Fair	Good	Excellent	
	No evidence for the educational plan provided; or evidence provided without description of the instructional methods and assessment strategies.	An evidence-based educational plan with brief descriptions of the instructional methods and assessment strategies used.	An evidence-based educational plan designed for the targeted population complete with brief descriptions of the instructional methods and assessment strategies used. Benchmarks for progress articulated.	An evidence-based educational plan designed for the targeted population complete with brief descriptions of the instructional methods and assessment strategies used. Benchmarks for progress articulated with measurements defined.	4
	2.4 Educational Need and Anticipated Student Population				4-8-12-16
	Weak	Fair	Good	Excellent	
	No evidence provided of the educational need within the community; or evidence is provided with uncertain expression of the challenges faced, academic or nonacademic, of the anticipated student population.	Evidence provided of the educational need within the community with an identified anticipated student population whose educational needs and nonacademic challenges are expressed.	Evidence provided of the educational need within the community with an identified anticipated student population whose educational needs and nonacademic challenges are expressed. A rationale is given for the placement of the proposed school within that setting articulating what the proposed school would do better than existing options.	Clear evidence provided of the educational need within the community with an identified anticipated student population whose educational needs and nonacademic challenges are well articulated. A rationale is given for the placement of the proposed school within that setting articulating what the proposed school would do better than existing options with measures provided to monitor progress.	12
	2.5 Community Engagement				3-6-9-12
	Weak	Fair	Good	Excellent	



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Little evidence of community support for the proposed school.	Compelling statement of community support for the proposed school but lacking backing documentation; or documentation provided without a compelling narrative of community support.	At least one significant connection made with a constituent group within the community backed by evidence paired with a compelling narrative of community support for the proposed school.	Multiple, significant, connections made within the community backed by evidence. Compelling narrative of community support for the proposed school from multiple constituencies.	9
2.6 Leadership and Governance				1-2-3-4
Weak	Fair	Good	Excellent	
No identified members of the either the school leadership team or governing board provided.	No identified members of the leadership team; or no identified members of the governing board.	Members of both the leadership team and governing board identified.	Members of both the leadership team and governing board identified with accompanying employment and job title information.	4
2.7 Leadership Narrative				2-4-6-8
Weak	Fair	Good	Excellent	
Identified members of the leadership team and proposed governing board lack expertise and/or experience in multiple critical areas necessary to open and operate the envisioned school.	Identified members of the leadership team and proposed governing board lack expertise or experience in one critical area necessary to open and operate the envisioned school.	Identified members of the leadership team and proposed governing board have expertise and/or experience in areas necessary to open and operate the envisioned school with no apparent lack of a specific need.	Identified members of the leadership team and proposed governing board have significant experience and expertise in education, real estate, legal, finance, and all other areas necessary to open and operate the envisioned school.	6
2.8 Revenue Sources				2-4-6-8
Weak	Fair	Good	Excellent	
A poor description of financial resources; or a description that does not distinguish between the pre-opening and after opening periods.	A complete description of revenue sources for both the pre-opening and after opening periods.	A complete description of revenue sources for both the pre-opening period and after opening that includes grant or other large or small philanthropic funding.	A complete description of revenue sources for both the pre-opening period and after opening that include significant secured grant or other large or small philanthropic funding.	6
2.9 Enrollment Summary				1-4
Incomplete		Complete		
Enrollment targets by grade for the first year and at full capacity are missing or have missing elements.		Enrollment targets by grade for the first year and at full capacity are attached.		4



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3.	EDUCATIONAL PROGRAM DESIGN AND CAPACITY				Score
					74%
	3.1 Program Overview				2-4-6-8
	Weak	Fair	Good	Excellent	6
	An educational framework that includes current best-practices is not provided; or the essential design elements are not summarized into measurable goals.	An educational framework that includes current best-practices is provided, but has not been cited or is not research based. The essential design elements are summarized with at least three but no more than five specific and measurable goals.	A research-based and cited educational framework that includes current best-practices is provided. The essential design elements are summarized with at least three but no more than five specific and measurable goals.	A research-based and cited educational framework that includes current best-practices is provided, and has been proven to be successful for populations similar to the proposed school anticipated population. The essential design elements are summarized with at least three but no more than five specific and measurable goals.	
	3.2 Curriculum and Instructional Design				4-8-12-16
	Weak	Fair	Good	Excellent	12
	Either the mission, vision and educational framework do not align and inform the curricular decisions made; or a curriculum scope for one subject in each division the school will serve is not provided; or the curriculum is not aligned with Alabama state standards; or the basic learning environment, including class size and structure, are not given; or the teaching methods and instructional strategies are not provided.	The mission, vision and educational framework inform the curricular decisions made. A curriculum scope for one subject in each division the school will serve is provided. The curriculum is aligned with Alabama state standards. The basic learning environment, including class size and structure, are described. Teaching methods and instructional strategies are described.	The mission, vision and educational framework inform the curricular decisions made. A detailed curriculum scope for one subject in each division the school will serve is provided. The curriculum is aligned with Alabama state standards. The basic learning environment, including class size and structure, are described in detail. Teaching methods and instructional strategies are described and are well-suited to the expected student population.	The mission, vision and educational framework inform the curricular decisions made. A detailed curriculum scope for one subject in each division the school will serve is provided that align with the mission, vision and educational framework described. The curriculum is aligned with Alabama state standards. The basic learning environment, including class size and structure, are described in detail and align with the school's mission, vision and educational framework. Teaching methods and instructional strategies are described, align with the mission, vision, and educational framework, and are well-suited to the expected student population.	
	3.3 Student Performance Standards				3-6-9-12
	Weak	Fair	Good	Excellent	6
	Either the description of the student performance standards for the school as a whole is not provided; or a complete set of learning standards for one grade in each division the school will serve is not provided or do not align with the Alabama State standards; or any additional learning standards proposed beyond Alabama State standards are not adequately described.	A description of the student performance standards for the school as a whole is provided. A complete set of learning standards for one grade in each division the school will serve is provided and align with the Alabama State standards. Any learning standards beyond Alabama State standards are described in detail.	A description of the student performance standards for the school as a whole, with a proposed academic performance framework for evaluating the school's academic success, is provided. A complete set of learning standards for one grade in each division the school will serve is provided and addresses the skills and knowledge each student will be expected to attain by the end of that grade. These standards align with the Alabama State standards. Any learning standards beyond Alabama State standards are described in detail and align with the mission, vision and educational framework.	A comprehensive description of the student performance standards for the school as a whole, with a proposed academic performance framework for evaluating the school's academic success, is provided. A complete set of learning standards for one grade in each division the school will serve is provided and addresses the skills and knowledge each student will be expected to attain by the end of that grade. These standards align with the Alabama State standards. Any learning standards beyond Alabama State standards are described in detail and align with the mission, vision and educational framework. The process for adopting these additional learning standards is described.	
	3.4 Unique / Innovative Program Offering & Mission Specific Academic Outcomes				2-4-6-8
	Weak	Fair	Good	Excellent	



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Either the unique/innovative academic programming described is not established as substantively different from other locally available public options; or these program(s) do not integrate with the school's mission, vision and educational framework; or student learning standards for these programs are not given; or these programs are counter to state initiatives, such as the Alabama Reading Initiative (ARI) and the Alabama Math, Science, and Technology Initiative (AMSTI).	Unique/innovative academic programming is described with a narrative for how the programming is different from other locally available public options. These program(s) integrate with the school's mission, vision and educational framework. Student learning outcomes/standards for these programs are given and these programs align with state initiatives, such as the Alabama Reading Initiative (ARI) and the Alabama Math, Science, and Technology Initiative (AMSTI).	Unique/innovative academic programming is described with a narrative for how the programming is different from other locally available public options. These program(s) integrate with the school's mission, vision and educational framework. Student learning outcomes/standards for these programs are described with a process defined to measure these outcomes to determine the school's success with implementing the programming. These student learning outcomes are included in the Mission Specific academic indicator as measures. These programs align with state initiatives, such as the Alabama Reading Initiative (ARI) and the Alabama Math, Science, and Technology Initiative (AMSTI).	Unique/innovative academic programming is described with a narrative for how the programming is different from other locally available public options. These program(s) integrate with the school's mission, vision and educational framework, and are integrated into the curriculum and/or teaching strategies used. Student learning outcomes/standards for these programs are described with a process defined to measure these outcomes to determine the school's success with implementing the programming. These student learning outcomes are included in the Mission Specific academic indicator as measures with proposed benchmarks given. These programs align with state initiatives, such as the Alabama Reading Initiative (ARI) and the Alabama Math, Science, and Technology Initiative (AMSTI). Funding sources to implement the programming are described.	6
3.5 Grade-Level Promotion				2-4-6-8
Weak	Fair	Good	Excellent	
Either standards for grade level promotion are not provided or are inconsistent with state and federal standards; or no systems to identify and monitor students at risk for being retained are described.	Standards for grade level promotion are provided that are consistent with state and federal standards. Systems to identify and monitor students at risk for being retained are described.	Standards for grade level promotion are provided that are consistent with state and federal standards. Information regarding parental notification, involvement and approval is provided. Systems to identify and monitor students at risk for being retained are described including timelines and support structures.	Standards for grade level promotion are provided with an attached proposed promotion policy that is consistent with state and federal standards. Information regarding parental notification, involvement and approval is provided. Systems to identify and monitor students at risk for being retained are described including timelines and support structures. Timing of parent notification and involvement are described.	6
3.6 High School Graduation Requirements				3-6-9-12 or NA
Weak	Fair	Good	Excellent	
Either the school's course offerings are not described; or information on how students will earn credits is not given; or there is no explanation for how students will meet the Alabama State graduation requirements; or systems to identify students at risk of dropping out and/or not meeting the proposed graduation requirements are not provided; or guidelines for transcripts that are consistent with Alabama State standards are not provided.	The school's course offerings are described with information on how students will earn credits. An explanation for how students will meet the Alabama State graduation requirements is given. Systems to identify students at risk of dropping out and/or not meeting the proposed graduation requirements are described. Guidelines for transcripts that are consistent with Alabama State standards are provided.	The school's course offerings are described with information on how students will earn credits. An explanation for how students will meet the Alabama State graduation requirements is given. Any school specific additional graduation requirements are described. Systems to identify students at risk of dropping out and/or not meeting the proposed graduation requirements are described with support structures in place to help these students succeed. Guidelines for transcripts that are consistent with Alabama State standards are provided with all differences explained.	The school's course offerings are described including elective courses with information on how students will earn credits. A comprehensive explanation for how students will meet the Alabama State graduation requirements is given. Any school specific additional graduation requirements are described with an explanation for how students will complete these requirements. Systems to identify students at risk of dropping out and/or not meeting the proposed graduation requirements are described with support structures in place to help these students succeed. Guidelines for transcripts that are consistent with Alabama State standards are provided with all differences explained.	NA



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3.7 School Calendar and Schedule				1-2-3-4
Weak	Fair	Good	Excellent	
Either there is no description of the annual academic schedule for the school; or the school's proposed calendar for the first year of operation does not include the total number of instructional days and hours; or the structure of the school day and week is not explained or does not include the number of instructional hours/minutes in a day for core subjects such as language arts, mathematics, science, and social studies, and the start and dismissal times.	A description of the annual academic schedule for the school is given. The school's proposed calendar for the first year of operation includes the total number of instructional days and hours. The structure of the school day and week is explained, including the number of instructional hours/minutes in a day for core subjects such as language arts, mathematics, science, and social studies, and the start and dismissal times.	A clear description of the annual academic schedule for the school is given which explains how the calendar reflects the needs of the educational program. The school's proposed calendar for the first year of operation includes the total number of instructional days and hours. The structure of the school day and week is explained, including the number of instructional hours/minutes in a day for core subjects such as language arts, mathematics, science, and social studies, and the start and dismissal times. There is a strong explanation as to why the school's daily and weekly schedule will be optimal for student learning.	A clear description of the annual academic schedule for the school is given which explains how the calendar reflects the needs of the educational program and meets or exceeds Alabama State standards. The school's proposed calendar for the first year of operation includes the total number of instructional days and hours, holidays, make-up days in case of inclement weather, and state assessment days. The structure of the school day and week is explained, including the number of instructional hours/minutes in a day for core subjects such as language arts, mathematics, science, and social studies, and the start and dismissal times. There is a strong explanation as to why the school's daily and weekly schedule will be optimal for student learning and faculty/staff development needs.	4
3.8 School Culture				3-6-9-12
Weak	Fair	Good	Excellent	
Either a description of the culture of the proposed school is not given; or a description for how the school will establish and maintain the school culture for students, teachers, and administrators starting from the first day of school is not provided; or systems and/or structures that support the development of the cultural elements for students from special populations are not described; or a typical school day from the perspective of a student is not provided; or a typical school day from the perspective of a teacher is not provided.	A description of the culture of the proposed school is given. A description is given for how the school will establish and maintain the school culture for students, teachers, and administrators starting from the first day of school. Systems and/or structures are described that support the development of the cultural elements for students from special populations. A typical school day from the perspective of a student is provided. A typical school day from the perspective of a teacher is provided.	A description of the culture of the proposed school is given, that promotes a positive academic environment that reinforces students' intellectual and social development. A description is given for how the school will establish and maintain the school culture for students, teachers, administrators, and parents/guardians starting from the first day of school, including a plan for enculturating students who enter the school mid-year. Systems and/or structures are described that support the development of the cultural elements for students from special populations. A typical school day from the perspective of a student is provided. A typical school day from the perspective of a teacher is provided.	A compelling description of the culture of the proposed school is given, that is connected to the mission and vision of the school, and that promotes a positive academic environment that reinforces students' intellectual and social development. There is a well-articulated, comprehensive and compelling description given for how the school will establish and maintain the school culture for students, teachers, administrators, and parents/guardians starting from the first day of school, including a plan for enculturating students who enter the school mid-year. Specific events that support the culture of the school are provided. Systems and/or structures are described that support the development of the cultural elements for students from special populations. A typical school day from the perspective of a student is provided. A typical school day from the perspective of a teacher is provided.	12
3.9 Supplemental Programming				2-4-6-8
Weak	Fair	Good	Excellent	



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Either a description of the extra and co-curricular programming is not provided; or programs to address students' mental, emotional, social, and health needs are not described.	A description of the extra and co-curricular programming is provided. Programs to address students' mental, emotional, social, and health needs are described. If applicable, programs integral to the educational and student-development plan are described. Details on summer programming are provided when applicable.	A clear description of the extra and co-curricular programming is provided that includes frequency of offerings. Policy statements regarding inclusion of students from special populations is provided. Programs to address students' mental, emotional, social, and health needs are described. If applicable, programs integral to the educational and student-development plan are described. Details on summer programming are provided when applicable, including the schedule, length, anticipated participants, and resource needs.	A clear description of the extra and co-curricular programming is provided that includes frequency of offerings and funding sources. Policy statements regarding inclusion of students from special populations is provided. Programs to address students' mental, emotional, social, and health needs are described with funding sources identified. If applicable, programs integral to the educational and student-development plan are described with funding sources provided. Details on summer programming are provided when applicable, including the schedule, length, anticipated participants, and resource needs.	6
3.10 Special Populations and At-Risk Students				4-8-12-16
Weak	Fair	Good	Excellent	12
Either, no discussion on how the course scope and sequence, daily schedule, staffing plans and support strategies and resources will meet the needs of special populations; or no description for how the academic and organizational framework will meet the needs of these students is provided; or no description is provided for how the school will provide equitable access to all school supported programming for students from these populations; or for at least one special populations, specific details are missing concerning i) identification of students, ii) programs, strategies and support for the population; or iii) monitoring and evaluation of students from the population.	A discussion is provided on how the course scope and sequence, daily schedule, staffing plans and support strategies and resources will meet the needs of special populations. A description for how the academic and organizational framework will meet the needs of these students is provided. A description is provided for how the school will provide equitable access to all school supported programming for students from these populations. For each special population, specific details are provided for i) identification of students, ii) programs, strategies and support for the population; and iii) monitoring and evaluation of students from the population.	Size estimates for each special populations are given. A discussion is provided on how the course scope and sequence, daily schedule, staffing plans and support strategies and resources will meet the needs of these populations. A description for how the academic and organizational framework will meet the needs of these students is provided. A description is provided for how the school will provide equitable access to all school supported programming for students from these populations. For each special population, specific details are provided for i) identification of students, ii) programs, strategies and support for the population; iii) monitoring and evaluation of students from the population; and iv) means of providing qualified staff as applicable;	Size estimates for each special populations are justified by cited, relevant, data. A clear discussion is provided on how the course scope and sequence, daily schedule, staffing plans and support strategies and resources will meet the needs, or be adjusted to meet the needs, of these populations. A description for how the academic and organizational framework will meet the needs of these students is provided, including addressing how these populations intersect and the need for adjusted support. A description is provided for how the school will provide equitable access to all school supported programming for students from these populations. For each special population, specific details are provided for i) identification of students, ii) programs, strategies and support for the population; iii) monitoring and evaluation of students from the population; and iv) means of providing qualified staff as applicable;	
3.11 Student Recruitment and Enrollment				2-4-6-8
Weak	Fair	Good	Excellent	



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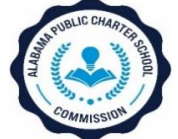


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Either student enrollment projections over the contract period are not provided; or an enrollment policy that includes a lottery system is not provided; or the school's onboarding process is not described; or there is no description of outreach efforts specifically for families in poverty and students from special populations.	Student enrollment projections over the contract period are provided. An enrollment policy is provided that includes a lottery system when demand outweighs school model capacity. Details concerning pre-admission activities for students and parents if applicable. The school's onboarding process is described. A description of outreach efforts is provided specifically for families in poverty and students from special populations.	Student enrollment projections over the contract period are provided. A recruitment and enrollment plan is described that includes a timeline with application and enrollment goals, and completion dates for planned enrollment materials. An enrollment policy is provided that includes a lottery system when demand outweighs school model capacity. The enrollment policy includes tentative dates for the application period, enrollment deadlines, and the date of the lottery if needed. Details are given concerning pre-admission activities for students and parents if applicable. The school's onboarding process is described. A description of outreach efforts is provided specifically for families in poverty and students from special populations.	Student enrollment projections over the contract period are provided. A comprehensive recruitment and enrollment plan is described that included details on recruitment events and activities for notifying the public of the school opening. The recruitment and enrollment plan includes a timeline with application and enrollment goals, and completion dates for planned enrollment materials. An enrollment policy is provided that includes a lottery system when demand outweighs school model capacity. The enrollment policy includes tentative dates for the application period, enrollment deadlines, processes and procedures (waitlists, withdrawals, re-enrollment, and transfers), and the date of the lottery if needed. Details are given concerning pre-admission activities for students and parents if applicable. The school's onboarding process is described including changes for students new to the school. A description of outreach efforts is provided specifically for families in poverty and students from special populations.	4
3.12 Student Discipline Policy and Plan				
Weak	Fair	Good	Excellent	2-4-6-8



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Either a description of the practices used to promote good discipline is not provided; or infractions resulting in suspension or expulsion of a student are not described; or a description of how discipline policies will be implemented for students with special needs is not given; or the policies and procedures for student's due process rights, including the appeal process, are not outlined.	A description of the practices used to promote good discipline is provided. Infractions resulting in suspension or expulsion of a student are described. A description of how discipline policies will be implemented and enforced for students with special needs is given. The policies and procedures for student's due process rights, including the appeal process, are outlined.	A description of the practices used to promote good discipline, including penalties for infractions and incentives for positive behavior, is provided. Infractions resulting in suspension or expulsion of a student are described, including when the school must (non-discretionary) or may (discretionary) apply the penalty. A description of how discipline policies will be implemented and enforced for students with special needs is given. The policies and procedures for student's due process rights, including the appeal process, are outlined, including possible appeal to the school board. The school's proposed discipline policy is provided. A narrative on how students and parents will be informed on the policy is provided.	A description of the practices used to promote good discipline, including penalties for infractions and incentives for positive behavior, is provided. Infraction tiers are described paired to tiered penalties, including situations where discretion is allowed and when mandatory action is required. Infractions resulting in suspension or expulsion of a student are described, including when the school must (non-discretionary) or may (discretionary) apply the penalty. A description of how discipline policies will be implemented and enforced for students with special needs is given. The policies and procedures for student's due process rights, including the appeal process, are outlined, including possible appeal to the school board. A narrative on providing services for students who will be expelled for more than ten days is given. The school's proposed discipline policy is provided. A narrative on how students and parents will be informed on the policy is provided.	8
3.13 Family and Community Involvement				
Weak	Fair	Good	Excellent	2-4-6-8
Either a description of the role to date of parents and community members in developing the school is not provided; or no narrative is given describing plans to involve the community in the development of the school; or plans for engaging and involving parents after opening are not provided.	A description of the role to date of parents and community members in developing the school is provided. A narrative is given describing plans to involve the community in the development of the school during the preopening period. Plans for engaging and involving parents after opening are provided. Expectations of parents that are instrumental to the educational plan are given if applicable.	A description of the role to date of parents and community members in developing the school is provided. A narrative is given describing plans to involve the community in the development of the school and build demand for the school in the community during the preopening period. Plans for engaging and involving parents after opening are provided, including developing family-school partnerships that strengthen support for learning and encourage parental involvement. All commitments or volunteer activities the school will seek from, offer to, or require of parents are described. Expectations of parents that are instrumental to the educational plan are given if applicable.	A description of the role to date of parents and community members in developing the school is provided. Evidence is included of parents and community member involvement to date. A narrative is given describing plans to involve the community in the development of the school and build demand for the school in the community during the preopening period. Plans for engaging and involving parents after opening are provided, including developing family-school partnerships that strengthen support for learning and encourage parental involvement. All commitments or volunteer activities the school will seek from, offer to, or require of parents are described. Expectations of parents that are instrumental to the educational plan are given, including alternatives if parents are unwilling or unable to provide the support, if applicable.	4
3.14 Partnerships or Contractual Relationships				
Weak	Fair	Good	Excellent	2-4-6-8



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Either partnerships are absent or unclear with no documentation of commitments or benefits to the school; or there are conflict of interest concerns.	Partnerships are vaguely mentioned, with little alignment to school goals or no formal commitments. There are no conflict of interest concerns.	The description provided includes partnerships that support the school's mission and vision, but formal documentation is incomplete or unclear. There are no conflict of interest concerns.	The description provided includes partnerships with organizations, businesses, or institutions that provide tangible benefits (e.g., funding, enrichment programs). Evidence is provided of clear terms, commitments, and roles in formal documentation (MOUs, contracts). Partnerships align directly with the school's mission and vision. There are no conflict of interest concerns.	6
3.15 ESP, CMO, EMO and Other Such Partnerships				2-4-6-8 or NA
Weak	Fair	Good	Excellent	NA
Either the information included on the partnerships lack detail; or the organization does not have a track record of success; or there are conflict of interest concerns.	Detailed information is included on the partnerships. The organization has a proven track record of success. There are no conflict of interest concerns.	Detailed information on the partnerships is provided where an appropriate RFP process was followed. The organization has a proven track record of success with the targeted population. A term sheet is included. There are no conflict of interest concerns.	Detailed information on the partnerships is provided where an appropriate RFP process was followed with supporting evidence. The organization has a proven track record of success with the targeted population. A portfolio summary is attached and a term sheet is included. There are no conflict of interest concerns.	
3.16 Educational Program Capacity				2-4-6-8
Weak	Fair	Good	Excellent	6
Either there are no individuals identified who will serve in school leadership roles until opening; or the team lacks critical skill sets; or details are missing for finding the Head of School; or details are missing concerning employment status and when fulltime employment will start; or there are conflict of interest concerns.	Key individuals are identified who will serve as school leadership until opening. The team includes individuals with expertise in critical identified areas. The Head of School is identified, or a job description with hiring plan is given. There is clear indication of employment status for the identified individuals and when full-time employment starts. There are no conflict of interest concerns.	Key individuals are identified who will serve as school leadership with resumes attached. The team includes individuals with expertise in critical areas and/or have significant connections to the local community and targeted population. The Head of School is identified and has compelling qualifications backed by evidence. There is clear indication of employment status for the identified individuals and when full-time employment starts. There are no conflict of interest concerns.	Key individuals are identified who will serve in school leadership with resumes attached. Key individuals are identified who will serve on the governing board with resumes attached. The team includes individuals with expertise in critical areas and/or have significant connections to the local community and targeted population. Established partnerships will play an ongoing role in the school's development. The Head of School is identified and has compelling qualifications backed by evidence. Other school leaders are identified. There is clear indication of employment status for the identified individuals and when full-time employment starts. There are no conflict of interest concerns.	



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4.	OPERATIONS PLAN AND CAPACITY				Score
					72%
	4.1 Organization Structure and Relationships				2-4-6-8
	Weak	Fair	Good	Excellent	4
	Either, an incomplete organizational chart is given; or a complete chart is given without clear delineation between the different stakeholders - including lines of reporting and authority.	A complete organizational chart with clear delineation between the different stakeholders (governing board, school leadership, management team, staff, etc.), including lines of reporting and authority is provided.	A complete organizational chart with clear delineation between the different stakeholders (governing board, school leadership, management team, staff, etc.), including lines of reporting and authority is provided. Roles and responsibilities are assigned for most major school functions.	A complete organizational chart with clear delineation between the different stakeholders (governing board, school leadership, management team, staff, etc.), including lines of reporting and authority is provided. Roles and responsibilities are assigned for all major school functions. Oversight duties are assigned and defined.	
	4.2 Governing Board				4-8-12-16
	Weak	Fair	Good	Excellent	16
	Governance structure outlined does not include roles, powers and duties of the governing board; or the board composition and size is not provided or does not include representation required by law; or ill-defined communication channels between the board and other stakeholders; or significant conflict of interest concerns.	Governance structure outlined, including the primary roles, powers and duties of the governing board. The board composition and size is given with desired skill sets, expertise and constituency representation. Defined communication channels between the board and other stakeholders, including school leadership and any advisory bodies. No conflict of interest concerns.	Governance structure outlined, including the primary roles, powers and duties of the governing board. The board composition and size is given with desired skill sets, expertise and constituency representation. Defined communication channels between the board and other stakeholders, including school leadership and any advisory bodies. Individuals with targeted expertise who will serve key roles on the board have been identified and are committed to serve. Transition plans in place if applicable. No conflict of interest concerns. Proposed board bylaws provided.	Governance structure outlined, including the primary roles, powers and duties of the governing board, with a compelling narrative on how this structure will lead to school success. The board composition and size is given with desired skill sets, expertise and constituency representation. Defined communication channels between the board and other stakeholders, including school leadership and any advisory bodies. Individuals with targeted expertise who will serve key roles on the board have been identified and are committed to serve. Transition plans in place if applicable. No conflict of interest concerns. Proposed board bylaws provided.	
	4.3 Legal Status and Governing Documents				2-4-6-8
	Weak	Fair	Good	Excellent	8
	No indication of 501(c)(3) status has been secured; or no completed and signed Statement of Assurances.	Progress towards 501(c)(3) status to be in place before signing the charter contract. Completed and signed Statement of Assurances.	Evidence that 501(c)(3) status has been applied for and should be in place before signing the charter contract. Completed and signed Statement of Assurances.	Evidence of obtained 501(c)(3) status for the governing board. Completed and signed Statement of Assurances.	
	4.4 Performance Management & Mission Specific Goals				2-4-6-8
	Weak	Fair	Good	Excellent	4
	Either no mission specific organizational goals are provided; or there are no measures provided for the goals.	A description of mission specific organizational goals are provided. Specific measures are attached to each goal.	A description of mission specific organizational goals that align with the school's vision and mission and enhance the educational experience of students. Specific quantitative and/or qualitative measures are attached to each goal.	A description of mission specific organizational goals that align with the school's vision and mission and enhance the educational experience of students. Specific quantitative and/or qualitative measures are attached to each goal with benchmarks established to determine school success. These measures are SMART (Specific, Measurable, Action-oriented, Realistic and Time-bound).	
	4.5 Staff Structure				2-4-6-8



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2-4-0-8				
Weak	Fair	Good	Excellent	
No attached staffing chart; or attached staffing chart does not classify employees; or staffing chart lacks growth plans or key ratios; or key responsibilities not identified and tied to staff positions.	Attached staffing chart has positions classified into administrative, instructional, and non-instructional categories. Chart includes growth plans for future years and gives the number of positions anticipated. Teacher-student and total staff-student ratios provided. Key responsibilities tied to staff positions identified.	Attached staffing chart has positions classified into administrative, instructional, and non-instructional categories with indication of one-year status if applicable. Chart includes growth plans for future years and gives the number of positions based on anticipated enrollment estimates. Teacher-student and total staff-student ratios provided with narrative on management of staff. Key responsibilities tied to staff positions identified.	Attached staffing chart has positions classified into administrative, instructional, and non-instructional categories with indication of one-year status if applicable. Chart includes growth plans for future years and gives the number of positions based on minimum, anticipated, and maximum enrollment estimates. Teacher-student and total staff-student ratios provided with useful narrative on management of staff. Key responsibilities tied to staff positions identified.	4
4.6 Staffing Plans, Hiring, Management, and Evaluation				
Weak	Fair	Good	Excellent	3-6-9-12
No narrative on hiring, evaluating and dismissing staff provided based on employee classification; or proposed hiring, evaluation and dismissing plans violate state or federal law; or lacks market-based incentives and strategies in hiring; or salary and benefits not defined; or lacks a timeline in recruitment and retention plans.	Narrative on hiring, evaluating and dismissing personnel based on classification given that follow all state and federal laws. Market-based incentives and strategies in place to hire "highly qualified" staff. Employee salary and benefits defined. Recruitment and retention strategies explained in a narrative that includes a timeline for opening.	Narrative on hiring, evaluating and dismissing personnel based on classification given that follow all state and federal laws. Employee rights articulated in a narrative. Incentives and strategies in place to hire "highly qualified" staff with a proposed market-based salary chart given based on years of experience. Employee benefits defined. Recruitment and retention strategies explained in a narrative that includes a timeline for opening. Narrative included on managing unsatisfactory performance based on employee category.	Policies on hiring, evaluating and dismissing personnel based on classification given with a narrative explanation that follow all state and federal laws. Employee rights articulated in a proposed Employee Manual. Incentives and strategies in place to hire "highly qualified" staff with a proposed market-based salary chart given based on years of experience. Employee benefits defined. Recruitment and retention strategies explained in a narrative that includes a timeline for opening. Narrative included on managing unsatisfactory performance based on employee category. School leadership evaluation and staff evaluation tools attached.	9
4.7 Facilities				
Weak	Fair	Good	Excellent	4-8-12-16
No location has been identified; or possible location(s) identified without evidence of consultation with a willing owner; or location has been identified that does not meet, with renovations, the legal needs of a school; or the location does not meet the mission-specific needs of the school; or lacking a narrative on the process to date.	Facility has been identified and the owners have been consulted about leasing/purchasing with the possibility of renovations. Evidence that the owners are willing. Identified facility, with possible renovation, meets the needs of the school for the first year of operation with a plan for subsequent years. Facility meets the mission-specific needs of the school. A narrative in place to describe the process to date.	Facility has been identified and the owners have been consulted about leasing/purchasing with the possibility of renovations and the financing and timeline for such. Evidence that the owners are willing. Identified facility, with possible renovation, meets the needs of the school for the first three years of operation. Facility meets the mission-specific needs of the school. A narrative in place to describe the process to date.	Evidence of a secured facility that meets the space needs of the school through the first three years of operation that satisfies all local, state, and federal laws, rules and regulations for a school facility after a possible renovation. Financing and timeline in place to meet opening date. Facility meets the mission-specific needs of the school. Documentation in place to describe the process used to secure the facility.	12
4.8 Advisory Bodies				
Weak	Fair	Good	Excellent	1-2-3-4
No plans in place to support new advisory bodies; or no mechanism in place for communication to the governing board.	Plans in place to establish new advisory bodies giving voice to some stakeholders. Communication channels open between advisory bodies and the governing board.	Connections established to existing advisory bodies. Plans in place to establish new advisory bodies, with roles and duties defined, giving voice to most stakeholders. Communication channels open between advisory bodies and the governing board.	Meaningful connections established to existing advisory bodies. Plans in place to establish new advisory bodies, with roles and duties defined, giving voice to all major stakeholders. Communication channels established between advisory bodies and the governing board.	4



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4.9 Grievance / Complaint Process				1-2-3-4
Weak	Fair	Good	Excellent	
No Grievance / Complaint Policy given; or policy given does not give due process.	Grievance / Complaint Policy in place that gives due process to students and parents.	Established Grievance / Complaint Policy that gives due process to students and parents with appeal guidelines in place.	Established Grievance / Complaint Policy that gives due process to students and parents with appeal guidelines in place. Proposed policies and procedures attached.	2
4.10 Professional Development				1-2-3-4
Weak	Fair	Good	Excellent	
No comprehensive professional development plan provided; or lacks a schedule for professional development during the pre-opening period; or the school schedule/calendar does not include time for common planning and collaboration by instructional staff after opening.	A comprehensive professional development plan provided. Timing and schedule for pre-opening professional development given. School schedule/calendar includes time for common planning and collaboration by instructional staff upon opening.	A comprehensive professional development plan provided that enhances the operation of the proposed school. Timing and schedule for pre-opening and post-opening professional development given. Professional development time is accommodated by the school schedule and calendar, including time for common planning and collaboration by instructional staff.	A comprehensive professional development plan provided that enhances the operation of the proposed school and includes details on the type and delivery of training. Timing and schedule for pre-opening and post-opening professional development given. Identified commitment to professional development with stated professional development time that is accommodated by the school schedule and calendar including time for common planning and collaboration by instructional staff. Personnel charged with professional development identified and empowered.	2
4.11 Start-Up and Ongoing Operations				4-8-12-16
Weak	Fair	Good	Excellent	
No start-up plan provided; or the start-up plan does not include a timeline for major tasks; or the start-up plan does not align with budget documents.	A start-up plan provided that includes a timeline for all major tasks that aligns with budget documents.	A start-up plan provided that includes a timeline for all major tasks that aligns with budget documents. Plans for all significant ancillary services including food and transportation. A narrative provided describing the process to obtain insurance coverage. Plans in place for safety and security.	A detailed start-up plan provided that includes a timeline for all major tasks, the responsible individual, and that aligns with budgeting. Plans for all significant ancillary services including food and transportation. List of insurance coverage, including types and limits, with price quotes, that covers the facility, operations and personnel. Plans in place for safety and security, including details on personnel, technology, equipment with attached policy documents.	12
4.12 Operations Capacity				2-4-6-8
Weak	Fair	Good	Excellent	



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	A committed implementation team without expertise in more than one necessary area needed to successfully open a high-quality charter school.	A committed implementation team with expertise in several areas needed to successfully open a new school, but with one notable exception.	A committed implementation team with expertise in all areas needed to successfully open a new school. A narrative provided giving confidence in the organizations ability or acquire and renovate a facility.	A committed implementation team with expertise in human resources, fund-raising and development, finance, marketing and recruitment, general operations, facilities management and any other mission-specific areas necessary during the pre-opening period. A narrative provided giving confidence in the organizations ability to acquire and renovate a facility.	4
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5.	FINANCIAL PLAN AND CAPACITY				Score
					59%
	5.1 Pre-opening Phase Funding Sources				2-4-6-8
	Weak	Fair	Good	Excellent	6
	Either a narrative on fundraising goals during the pre-opening phases is not attached; or there is no evidence of at least \$250,000 in secured funds for the pre-opening period; or there is no description of funds sought to secure or renovate a facility; or fund-raising capacity is not described.	A narrative on fundraising goals during the pre-opening phases is attached. Evidence of at least \$250,000 in secured funds for the pre-opening period. A description of funds sought to secure or renovate a facility. Fund-raising capacity described.	A narrative on fundraising goals during the pre-opening phases with a timeline is attached. Evidence of at least \$250,000 in secured funds for the pre-opening period. A description of funds sought to secure or renovate a facility. Fund-raising capacity described and tied to personnel.	A narrative on fundraising goals during the pre-opening phases with a timeline is attached. Evidence of at least \$250,000 in secured funds for the pre-opening period. Evidence of funds earmarked for securing or renovating a facility. Fund-raising capacity described and tied to personnel, including relationships built in the local community and nationally that may lead to funding commitments.	
	5.2 Pre-opening Phase Cost Estimates				1-2-3-4
	Weak	Fair	Good	Excellent	3
	No estimates provided to secure a suitable facility; or no estimates provided for hiring necessary staff before opening.	Cost estimates for securing and renovating a facility. Salary and benefits estimates for necessary staff given.	Clear cost estimates for securing and renovating a facility with evidence provided. Market-based salary and benefits estimates for necessary staff given. Bulk sum estimate provided for remaining items needed to open the school.	Clear cost estimates for securing and renovating a facility with evidence provided. Market-based salary and benefits estimates for necessary staff given. Itemized estimate provided for remaining items needed to open the school.	
	5.3 Pre-opening Financial Management				2-4-6-8
	Weak	Fair	Good	Excellent	6
	Either the cashflow analysis does not remain in a positive position; or key financial personnel for the opening period are not identified.	Cashflow analysis shows a positive position throughout the pre-opening phase. Key financial personnel identified.	Cashflow analysis shows a positive position throughout the pre-opening phase. Internal controls adopted with key financial personnel identified.	Cashflow analysis shows a positive position throughout the pre-opening phase. Internal controls adopted and are articulated in attached planning/policy documents. Key financial personnel identified.	
	5.4 Pre-Opening Financial Capacity				1-2-3-4
	Weak	Fair	Good	Excellent	2
	More than one financial area in which expertise is lacking by identified individuals; or a conflict of interest concern.	Individuals identified and committed with expertise in financial matters sufficient to open a school, with one notable exception. No conflict of interest concerns.	Individuals identified and committed with expertise in financial matters sufficient to open a school. No conflict of interest concerns.	Individuals identified and committed with expertise in financial matters including all of the following: legal, financial management and risk assessment, funding raising and development, and accounting. No conflict of interest concerns.	
	5.5 Financial Management Upon Opening				2-4-6-8
	Weak	Fair	Good	Excellent	4
	Lack of financial policies in place to legally operate public schools; or financial roles and responsibilities of the governing board and school leadership is missing; or no plans for an annual audit.	Policies and processes attached for financial management that follow all applicable laws for public schools including strong internal controls. Financial roles and responsibilities for the governing board and school leadership are given. Plans in place for an annual audit.	Policies and processes attached for financial management that follow all applicable laws for public schools including strong internal controls. Financial roles and responsibilities for the governing board and school leadership are given. Plans in place for financial transparency including policies for an annual audit. All contracts for financial services described.	Policies and processes attached for financial management that follow all applicable laws for public schools including strong internal controls. Financial oversight duties of the governing board are articulated and distinguished from school leadership. Plans in place for financial transparency including policies for an annual audit. All contracts for financial services described. Liability insurance information given.	



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5.6 Budgeting in Opening Year and Beyond					2-4-6-8
Weak	Fair	Good	Excellent		
Incomplete Budget Workbook; or a budget narrative that does not balance revenues and expenses over the five-year contract period; or a budget narrative not based on anticipated enrollments; or lack of contingency plans in place for budget shortfalls.	Complete Budget Workbook with a narrative that balances anticipated revenues and expenses over the five-year contract period based on anticipated enrollments. Contingency plans in place for budget shortfalls.	Complete Budget Workbook with a compelling narrative that balances anticipated revenues and expenses over the five-year contract period based on anticipated enrollments. Includes all planned debt service and known major expenses. Includes a five-year cash-flow plan for all major school initiatives through the growth period. Contingency plans in place for budget shortfalls.	Completed Budget Workbook with a compelling narrative that balances anticipated revenues and expenses over the five-year contract period, based on minimum, anticipated, and maximum enrollment scenarios. Includes all planned debt service and known major expenses. Includes a five-year cash-flow plan for all major school initiatives through the growth period. Contingency plans in place for budget shortfalls.		4
5.7 Financial Management Capacity Upon Opening					1-2-3-4
Weak	Fair	Good	Excellent		
School leaders identified with some experience in financial matters.	School leaders identified with expertise in financial matters sufficient to operate a school.	School leaders identified with expertise in financial matters sufficient to operate a school. Governing board members identified with some expertise on financial matters.	School leaders identified with expertise in financial matters sufficient to operate a school. Governing board members identified with expertise in relevant financial matters sufficient for oversight duties.		1



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6.	EXISTING OPERATORS				Score
	6.1 Growth Plans				1-2-3-4
	Weak	Fair	Good	Excellent	NA
	No growth plan provided; or a plan without evidence of either the organizational capacity or financial resources necessary to open and operate a high-quality charter school.	Growth plans provided with organizational and financial resources sufficient to open and operate a high-quality charter school.	Growth plans provided are targeted to Alabama. Evidence of organizational capacity matched to growth plans. Evidence of financial and operational resources necessary to facilitate growth plans.	Growth plans provided are targeted to Alabama with enough detail articulated to conclude the organization has the institutional knowledge to operate a high-quality public charter school in Alabama. Evidence of organizational capacity matched to growth plans. Evidence of financial and operational resources necessary to facilitate growth plans.	
	6.2 Portfolio Summary				2-4-6-8
	Weak	Fair	Good	Excellent	NA
	Portfolio as a whole shows student achievement for the target populations below state-based targets for the population; or a history of significant compliance or reporting faults.	Portfolio as a whole shows student achievement for the target populations on par with state-based targets for the population. A history of minor compliance or reporting faults.	Portfolio as a whole shows student achievement for the target populations on par with state-based targets for the population. Evidence of portfolio schools compliance with all authorizer requirements and state and federal laws.	Portfolio as a whole shows student achievement for the target populations significantly above state-based targets for the population. Evidence of portfolio schools compliance with all authorizer requirements and state and federal laws.	
	6.3 Revocation History				1-2-3-4
	Weak	Fair	Good	Excellent	NA
	An operator with a history of school closure, non-renewal or revocation for which actions or lack of actions by the operator were a leading cause.	An operator with a history of school closure, non-renewal or revocation for which actions or lack of actions by the operator were a contributing factor.	An newer operator (0-4 years of existing) with no history of school closure, non-renewal or revocation; or an established operator with a history involving school closure, non-renewal, or revocation whose leading causes were beyond the control of the organization.	An established operator (5+ years of operating charter schools) with no history of school closure, non-renewal or revocation.	