

COMMON PITFALLS

Petitioners

Should Know

① **MATERIALLY DEFICIENT BUDGETS.** Petitions are often removed from consideration prior to substantive review due to failure to use SCSC's specific budget templates, failure to complete all budget tabs fully, or for additional revenue without support documentation.

② **UNFAMILIARITY WITH SCSC'S COMPREHENSIVE PERFORMANCE FRAMEWORK (CPF) AND HOW THE GOVERNING BOARD WILL ENSURE THE SCHOOL'S PERFORMANCE IS ON TRACK TO MEET CPF STANDARDS.** If approved, the school will be held accountable to the academic, operational and financial performance standards detailed in the SCSC's CPF. Governing board members must demonstrate familiarity with, and have a plan to ensure the School meets, the CPF standards.

③ **INCONSISTENT PLANS IN DIFFERENT PARTS OF THE PETITION.** The school's plan should be clear and consistent throughout the narrative and between the narrative and attachments, including the budget. The school should thoroughly review all parts of the petition before submitting to ensure all language, documents, and budget line items are consistent with each other and with the school's educational model.

④ **FAILURE TO CONNECT MODEL, INSTRUCTIONAL STRATEGIES AND CURRICULUM CHOICES TO THE NEEDS OF THE INTENDED STUDENT COMMUNITY.** The SCSC is interested how the school's model, strategies and curriculum are responsive to the needs and characteristics of the community that the school intends to serve and will result in student achievement for that community.

⑤ **ONLY REFERENCING INTENDED ACTIONS OR PLANS WITH NO EVIDENCE OF STEPS TAKEN.** Particularly regarding the proposed facility or service providers, petitions that provide evidence showing they have identified and negotiated details with potential contractors or other stakeholders are viewed more favorably.

⑥ **INSUFFICIENT GOVERNING BOARD CAPACITY FOR SCHOOL LEVEL GOVERNANCE.** The Governing Board will hold the SCSC charter contract and must demonstrate to SCSC, particularly during the petition interview, that it has the capacity to exercise substantive control over areas such as personnel decisions, financial decisions, curriculum and instruction, resource allocation, establishing and monitoring the achievement of school improvement goals, and school operations.