



## **Buckeye Community Hope Foundation Sponsorship Transfer Application**

**August 8, 2018**

Thank you for your interest in partnering with Buckeye Community Hope Foundation for the transfer of sponsorship of your community school charter contract.

Please review this information carefully and submit all the required documentation in order to facilitate our review of your application. Transfer applications will be reviewed and considered as they are received throughout the submission window.

If you have any questions, please contact Jennifer Schorr, Associate Director at [jschorr@buckeyehope.org](mailto:jschorr@buckeyehope.org) or call (614) 942-2002. Thank you.

## Important Notes for Community School Transfer Application Submission & Evaluation Timeline

Community School Transfer Application Review Cycle		
<b>Transfer Application Availability</b>	August 8	BCHF will make available the community school transfer application.
<b>Completed Transfer Application due to BCHF Office</b>	November 20	Completed transfer applications are due to the Education Division office of Buckeye Community Hope Foundation per the <u><a href="#">Transfer Application Submission Instructions</a></u> listed below.
<b>Interview with Applicant(s)</b>	August thru December	Only applications that meet the criteria will be considered for the interview phase of the review cycle.
<b>Final School Transfer Decision</b>	No later than December 31	Applicants will be notified by email the final transfer decision of the community school contract by Buckeye Community Hope Foundation beginning with the 19-20SY.
<b>Contract Completion</b>	January 1 to March 1	All components needed to complete the contract exhibits must be submitted to <u>BCHF</u> by <b>March 1, 2019</b> for review and approval-prior to signing the community school contract. BCHF will hold an informational meeting to assist schools with the requirements needed to complete the contract.
<b>Contract Execution</b>	No later than June 30, 2019	School Governing Authority & BCHF must fully execute the community school charter contract.

### Transfer Application Submission Instructions

In preparing your transfer application responses, please keep in mind that the answers to the specific requests carry enormous significance beyond determining whether or not the transfer will be approved; they will determine the specific terms of the community school contract and set the conditions of the school's operation going forward. Recognizing that the school will be held accountable for commitments made, the school should evaluate all of the responses to make sure that the proposed plans are reasonable, feasible and achievable. As the school develops responses, remember that BCHF is looking for quality and clarity in the responses.

- ✓ Email your completed application to [sponsorship@buckeyehope.org](mailto:sponsorship@buckeyehope.org). Submit the application in one email "zip file".
- ✓ Label documents and corresponding attachments to the question number contained in the application.
- Completed applications can be submitted anytime between August 6 (posting date) and the final due date of **November 20, 2018** (after Sponsor Evaluation results are released by ODE).

## Required Elements of the Community School Transfer Application

BCHF will evaluate whether the transfer application:

- Demonstrates the board’s ability to operate the school in an educationally and fiscally sound manner;
- Is likely to improve student learning and achievement and materially further the purpose of the school and community schools in Ohio sponsored by BCHF, which are:

Increasing student achievement and eliminating achievement gaps in English language arts and mathematics.	Using high quality assessments designed to measure the learning and growth of all students.
Increasing high school graduation rates for students particularly at risk of dropping out.	A viable plan to meet the enrollment and retention targets.
Increasing learning opportunities for all students, with special emphasis on expanded learning experiences for students who are at-risk of academic failure.	Public outreach for the purpose of soliciting community input regarding the ongoing success of the community school.
Providing teachers and school leaders with the information and resources they need to inform and improve instructional practices, decision-making and overall effectiveness.	Provide parents and students with expanded choices in the types of educational opportunities that are available within the Ohio public school system.
Encouraging the use of different and innovative teaching methods.	Meeting measurable student achievement results as set forth in the community school contract and by the State Board of Education.

- Meets all of the requirements set out in the Ohio Revised Code, Ohio Administrative Code and all other applicable laws, rules and regulations *as well as* meets any additional requirements established by the Sponsor as part of our unwavering commitment to high student achievement.

## **Transfer Application Rubric and Criteria**

The transfer application eligibility for review and scoring consists of the following:

1. Completion of the Transfer Application and Submission by the due date.
2. Scoring of the School's performance in Academics, Compliance, and Finance based upon the Buckeye Community Hope Foundation Performance Frameworks contained in Attachment A - aligned to the same criteria used to determine renewal within the BCHF portfolio of schools.
3. Favorable outcome of both the current Sponsor and Board interviews conducted by BCHF.
4. Overall viability of the school's future plan as outlined in the transfer application.

### **IMPORTANT NOTE:**

The answers to the following questions are directly aligned to the Education and Finance Exhibits in the BCHF community school charter contract. This was intentionally designed to alleviate the burden on the Board and School leader to complete a transfer application and separate additional components for the contract.

# COMMUNITY SCHOOL SPONSORSHIP TRANSFER APPLICATION

## 1. Enrollment Plan

- (a) Complete the Enrollment Plan table below.
- (b) Describe the specific methods the school will use to reach the enrollment targets.
- (c) Describe the specific methods the school will use to achieve consistent student retention.

<b>Enrollment Plan</b>					
<b>Grades</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>
	<b>Number of Students</b>				
<b>Kindergarten</b>					
<b>1<sup>st</sup> Grade</b>					
<b>2<sup>nd</sup> Grade</b>					
<b>3<sup>rd</sup> Grade</b>					
<b>4<sup>th</sup> Grade</b>					
<b>5<sup>th</sup> Grade</b>					
<b>6<sup>th</sup> Grade</b>					
<b>7<sup>th</sup> Grade</b>					
<b>8<sup>th</sup> Grade</b>					
<b>9<sup>th</sup> Grade</b>					
<b>10<sup>th</sup> Grade</b>					
<b>11<sup>th</sup> Grade</b>					
<b>12<sup>th</sup> Grade</b>					
<b>Total Enrollment</b>					
<b>Classes Per Grade</b>					
<b>Number of Students Per Class*</b>	25: 1	25: 1	25: 1	25: 1	25: 1

\*No classroom can exceed a ratio of (25) students to every (1) regular classroom teacher in grades K-3 and (27) students to every (1) regular classroom teacher in grades 4-8.

## 2. Mission

**MISSION**-The Mission statement of the School must state what the school intends to do for all students, focus on achieving high educational outcomes, center on the population(s) the school is serving, and direct the work and decision making of the community school governing board.

**State the Mission Statement for your specific community school. The statement must be clear, measurable, and reflective of the entire Education & Fiscal Plan.**

## 3. Measurable SMART Goals

- a. Complete the SMART Goals Worksheet in Attachment B **only** if you have them in your current contract with your current sponsor.

*If you complete 3a. – skip to question 4.*

- b. If you do not have SMART Goals in your current contract and did not complete item 3a. – please answer the following:

**MISSION SPECIFIC EDUCATIONAL SMART GOALS**-The Mission specific SMART goals and outcome measures must represent expectations of student learning and achievement. The SMART goals must be specific, measurable, attainable, realistic, and timely.

### **READING/ELA**

**State the Academic Goal(s) in READING for each grade level and student cohort in your school. Be sure to include goals for Special Education students, ELL students, Low-performing students, and any other distinct populations you are serving i.e. gifted). Goal(s) must be aligned to the Mission of your school and include outcomes that result in academic achievement.**

<b>Goal:</b>
<b>Alignment to Mission:</b>
<b>Grade Level:</b>
<b>Student Population:</b>
<b>Expected Student Outcomes-include (3) outcome measures in your response (1.) Fixed Measure, (2) Comparable Measure, and (3) Growth Measure. These measures must tie to Exhibit VIID. Assessment Plan, Intended Benchmarking, and Evaluation Methods.</b>
<b>Timeline to Reach Expected Student Outcome(s):</b>
<b>Data, Resources, and/or Personnel Used to Monitor and Ensure Student Success:</b>
<b>MATH</b>
<b>State the Academic Goal(s) in MATH for each grade level and student cohort in your school. Be sure to include goals for Special Education students, ELL students, and any other distinct populations you are serving. Goal(s) must be aligned to the Mission of your school and include outcomes that result in academic achievement.</b>
<b>Goal:</b>
<b>Alignment to Mission:</b>
<b>Grade Level:</b>
<b>Student Population:</b>

<b>Expected Student Outcomes-include (3) outcome measures in your response (1.) Fixed Measure, (2) Comparable Measure, and (3) Growth Measure. These measures must tie to Exhibit VIID. Assessment Plan, Intended Benchmarking, and Evaluation Methods.</b>
<b>Timeline to Reach Expected Student Outcome(s):</b>
<b>Data, Resources, and/or Personnel Used to Monitor and Ensure Student Success:</b>
<b>OTHER ACADEMIC GOALS</b>
<b>State Other Academic Goal(s) for each grade level and student cohort in your school. Be sure to include goals for Special Education students, ELL students, and any other distinct populations you are serving. Goal(s) must be aligned to the Mission of your school and include outcomes that result in academic achievement.</b>
<b>Goal:</b>
<b>Alignment to Mission:</b>
<b>Grade Level:</b>
<b>Student Population:</b>
<b>Expected Student Outcomes-include (3) outcome measures in your response (1.) Fixed Measure, (2) Comparable Measure, and (3) Growth Measure. These measures must tie to Exhibit VIID. Assessment Plan, Intended Benchmarking, and Evaluation Methods.</b>
<b>Timeline to Reach Expected Student Outcome(s):</b>
<b>Data, Resources, and/or Personnel Used to Monitor and Ensure Student Success:</b>

#### 4. Instructional Methods

<b>INSTRUCTIONAL METHODS</b> -The instructional methods to be used by the school must support the implementation of your school's curriculum. The instructional methods must achieve the school's mission and goals while allowing students to meet or exceed state performance standards.
<b>Describe the pedagogical approach the school will use to implement its curriculum. Explain how the pedagogical approach will inform teaching strategies used to develop each student's potential in the classroom based upon a clear understanding of the student's needs, background, and interests.</b>
<b>Identify any research or existing models that support the use of this pedagogy with the student population you are serving.</b>
<b>Describe the instructional methods or techniques to be employed in the school-include any specific requirements for implementing this pedagogical approach (e.g. co-teaching, aide in each classroom, technology, unique physical space, etc.).</b>
<b>If the school has a unique curriculum focus or design, explain how the instructional methods will support its implementation.</b>
<b>Describe specifically how the instructional methods will achieve the school's mission and goals; and allow students to meet or exceed state performance standards.</b>
<b>Explain how the school's instructional methods are appropriate for and meet the needs of <u>All</u> students in your school.</b>

## **SPECIAL EDUCATION STUDENTS**

**Explain how the school's instructional methods are appropriate for and meet the needs of students with disabilities.**

**Describe the school's methods and strategies for identifying and serving students with disabilities in compliance with all federal laws and regulations.**

**Process for identifying students with disabilities.**

**RTI Process including early intervention strategies.**

**Kinds and types of services and related services that will be provided by the school district of residency or through a third party contract.**

**Provide the resources the school will devote to serving students with disabilities (e.g. planning time, instructional materials, technology, professional development, staff and consultants, etc.). Ensure these resources are accounted for in your curriculum plan, technology plan, professional development plan, staffing plan, enrollment plan, and budget.**

**Process for coordination between general education teachers and special education teachers and/or service providers.**

**Process used to monitor the achievement and progress of students with disabilities.**

<b>Process used to evaluate the efficacy of the program and to ensure the needs of special education students are being met.</b>
<b>Provide any research or evidence that supports the appropriateness of the school's approach to serving students with disabilities.</b>
<b>ENGLISH LEARNERS</b>
<b>Explain how the school's instructional methods are appropriate for and meet the needs of students who are English Learners (EL).</b>
<b>Describe the school's methods and strategies for identifying and serving students who are EL in compliance with all federal laws and regulations.</b>
<b>Process for identifying students whose first language is not English and the methods for determining the kinds of assistance these students may need:</b>
<b>The approach the school will take to meet the needs of EL students both within general education classrooms and in other settings:</b>
<b>Provide the resources the school will devote to serving EL students (e.g. planning time, instructional materials, technology, professional development, staff and consultants, etc.). Ensure these resources are accounted for in your curriculum plan, technology plan, professional development plan, staffing plan, enrollment plan, and budget.</b>

<b>Process for coordination between general education teachers and staff serving EL students, ie. ESL or TESOL teachers.</b>
<b>Process used to monitor the achievement and progress of EL students, including exit criteria.</b>
<b>Process used to evaluate the efficacy of the program and to ensure the needs of EL students are being met.</b>
<b>Process the school will use to make all necessary materials available to parents of EL students in a language they can understand.</b>
<b>Provide any research or evidence that supports the appropriateness of the school's approach to serving EL students.</b>
<b>AT-RISK STUDENTS</b>
<b>Explain how the school's instructional methods and strategies are appropriate for and meet the needs of students who are failing or who are at risk of academic failure.</b>
<b>Describe the school's methods and strategies for identifying and serving students who are not meeting academic standards and are at risk of academic failure both within general education classrooms and in other settings.</b>
<b>Provide the resources the school will devote to serving struggling students (e.g. planning time for teachers working with struggling students, instructional materials, small group instruction, tutoring, targeted assistance, technology, professional development, staff and consultants, etc.). Ensure these resources are accounted for in your curriculum plan, technology plan, professional development plan, staffing plan, enrollment plan, and budget.</b>

<b>Process used to monitor the achievement and progress of struggling students.</b>
<b>Process used to evaluate the efficacy of the program and to ensure the needs of struggling students are being met.</b>
<b>Provide any research or evidence that supports the appropriateness of the school's approach to serving struggling students.</b>
<b>K-3 STUDENTS –NOT ON TRACK</b>
<b>Explain how the school's instructional methods and strategies are appropriate for and meet the needs of students who are not on track to meet the 3<sup>rd</sup> Grade Reading Guarantee.</b>
<b>Describe the school's methods and strategies for identifying and serving students who are not on track to meet the 3<sup>rd</sup> Grade Reading Guarantee.</b>
<b>Provide the resources the school will devote to serving struggling K-3 students (e.g. planning time for teachers working with struggling students, instructional materials, small group instruction, tutoring, targeted assistance, technology, professional development, staff and consultants, etc.). Ensure these resources are accounted for in your curriculum plan, technology plan, professional development plan, staffing plan, enrollment plan, and budget.</b>
<b>Process used to monitor the achievement and progress of Not On Track K-3 students.</b>

<p>Process used to evaluate the efficacy of the program and to ensure the needs of Not On Track K-3 students are being met.</p>
<p>Provide any research or evidence that supports the appropriateness of the school's approach to serving Not On Track K-3 students.</p>
<p><b>HIGH PERFORMING and/or GIFTED STUDENTS</b></p>
<p>Explain how the school's instructional methods and strategies are appropriate for and meet the needs of students who are exceeding grade level performance expectations.</p>
<p>Describe the school's methods and strategies for identifying and serving students who are exceeding academic standards within general education classrooms and in other settings.</p>
<p>Provide the resources the school will devote to serving high performing/gifted students (e.g. planning time, instructional materials, small group instruction, tutoring, targeted assistance, technology, professional development, staff and consultants, etc.). Ensure these resources are accounted for in your curriculum plan, technology plan, professional development plan, staffing plan, enrollment plan, and budget.</p>
<p>Process used to monitor the achievement and progress of high performing students.</p>
<p>Process used to evaluate the efficacy of the program and to ensure the needs of high performing students are being met.</p>
<p>Provide any research or evidence that supports the appropriateness of the school's approach to serving high performing students.</p>

## 5. Curriculum

<b>CURRICULUM PLAN</b> -The Curriculum Plan must describe the process used to develop, further develop, and implement the school's curriculum.			
<b>Demonstrate specifically how the curriculum is aligned to all of Ohio's Learning Standards.</b>			
<b>Define the scope of your curriculum including the academic subject areas and/or high school course areas that you intend to offer to students.</b>			
<b>Demonstrate how teachers know what to teach and when to teach it, including the curriculum resources that support instructional planning (e.g. curriculum frameworks, maps, scope and sequences, pacing guides, etc.), identify the team responsible for creating, selecting, and reviewing these resources; and the process used to develop the curriculum resources.</b>			
<b>Provide the instructional materials <i>specifically by name</i> that will be used in the classroom for Tier 1, Tier 2, and Tier 3 instruction/intervention in the table below. List what your school uses as the major textbook series, software or resources.</b>			
	<b>TIER 1</b>	<b>TIER 2</b>	<b>TIER 3</b>
<b>Reading/ELA</b>			
<b>Math</b>			
<b>Science</b>			
<b>Social Studies</b>			
<b>Behavior Management</b>			
<b>Explain specifically how the curriculum is appropriate for the students the school is serving. Be sure to include students with disabilities, ELL, low performing, and high performing student groups in your response.</b>			

Describe how the school will address the requirements for teaching economics and financial literacy.
Describe or attach the school's graduation requirements and how credit toward graduation will be monitored and awarded.
Describe the process the school will use to evaluate, review, and revise the curriculum on at least an annual basis to ensure effectiveness and alignment.

6. Classroom Based and Non-classroom Based Learning Opportunities

<b>CLASSROOM BASED AND NON-CLASSROOM BASED LEARNING OPPORTUNITIES</b> -The School must provide 920 hours of learning opportunities to all students enrolled in the community school.		
Pursuant to Ohio Revised Code 3314.08 H(2) for purposes of applying this division and divisions (H)(3) and (4) of ORC 3314.08 "learning opportunities" shall be defined in the contract, which shall describe both classroom-based and non-classroom-based learning opportunities and shall be in compliance with criteria and documentation requirements for student participation which shall be established by the Ohio Department of Education. Any student's instruction time in non-classroom-based learning opportunities shall be certified by an employee of the community school.		
Describe in general Classroom Based and Non-Classroom Based Learning Opportunities that will be offered at the School.		
In the Table below, please provide examples of specific opportunities that will be provided to students.		
	<b>Classroom Based</b>	<b>Non-Classroom Based</b>
<b>General Education Students</b>		

<b>Special Education Students</b>		
<b>ELL Students</b>		
<b>Low Performing Students</b>		
<b>High Performing Students</b>		
<p>Explain how the School defines a “learning opportunity” and include the process the school will use to evaluate the effectiveness of opportunities, identify and add additional opportunities from year to year, as well as, provide professional development to teachers regarding these opportunities.</p>		

## 7. Assessment Plan

<p><b>ASSESSMENT PLAN</b> - The School must have an Assessment Plan for evaluating student performance across the curriculum. The plan must align with the School’s Mission, goals, and budget.</p>				
<p>Provide ALL diagnostic, formative, and summative assessments the school will use to evaluate student knowledge and skills. Ensure the budget includes any costs associated with the assessments including technology requirements and staffing. Enter N/A in the first column for any tests that do not apply to your grade span or program.</p>				
<b>Purpose of Assessment</b>	<b>Name of Test(s) or Other Measures</b>	<b>Design and Format</b>	<b>Rationale for Selecting</b>	<b>Frequency of Administration</b>
Kindergarten Readiness				
AIR/State Tests				

<b>End of Course/AIR</b>				
<b>College Entrance Readiness (ACT, SAT)</b>				
<b>WorkKeys and other Career Readiness</b>				
<b>Alternative Assessments</b>				
<b>Norm Referenced Testing (2x/yr min.)</b>				
<b>Third Grade Reading Guarantee Alternative</b>				
<b>Progress Monitoring/Short Cycle Assessment</b>				
<b>Student Growth Measures/Teacher Evaluation</b>				
<b>Physical Education Benchmarking</b>				
<b>Reading Diagnostic</b>				
<b>Math Diagnostic</b>				
<b>Writing Diagnostic</b>				
<b>Other (specify)</b>				
<b>Other (specify)</b>				

## 8. Intended Benchmarking

<p><b>INTENDED BENCHMARKING</b> – Benchmarking should detail the intended level of accomplishment expected for each group of students – what they know, what they understand, and what they can demonstrate based upon what they are being asked to learn and complete.</p>			
<p>For each group of students listed below, complete the following table.</p>			
Student Group	Intended Learning Outcome	Benchmark Statement	Alignment to Assessment Plan
General Education Students			
Special Education Students			
ELL Students			
Low Performing Students			
High Performing Students			

## 9. Evaluation Methods

<p><b>EVALUATION METHODS</b>-The School must have a plan to collect, analyze, and use the data in timely frequency in order to inform instruction, monitor progress in meeting its goals, and regularly report progress to the board, sponsor, teachers, parents, and students.</p>
<p>Describe the tools and protocols that will be used for data analysis.</p>

<p><b>Describe the schedule for data analysis and identify the position(s) responsible for collecting and analyzing assessment data.</b></p>
<p><b>Provide the information system(s) the school will use to manage student performance data.</b></p>
<p><b>Describe how teachers will ensure work products resulting from instruction indicate student preparation for success on state assessments.</b></p>
<p><b>Describe how teachers will ensure instruction and the use of assessment data will meet the 3<sup>rd</sup> Grade Reading Guarantee.</b></p>
<p><b>Describe how teachers will ensure instruction and the use of assessment data will meet K-3 Literacy standards.</b></p>
<p><b>Describe how teachers will ensure instruction and the use of assessment data will meet K-3 Math standards.</b></p>
<p><b>Describe how the School Leader and/or Instructional Coach will use assessment data to take corrective action if student performance falls below the goals, benchmarks, and state standards for the School.</b></p>
<p><b>Describe the specific strategies – including adjustments to curriculum – the school will use to improve performance in targeted areas identified through data analysis and corrective action.</b></p>

**COMMUNICATION PLAN**-The Communication Plan is a critical element in a school’s success. Stakeholder feedback, proper governance, parental support, responsive teaching, and most importantly student success all rely on accurate, timely, reliable, and clear performance data.

Complete the table below for each stakeholder group. It is required that presentation of data must clearly demonstrate progress and growth in a transparent and easily understood manner for each group listed in the table below. Access point examples are: online in LMS, newsletter, board meeting, parent teacher conference, TBTs, etc.

Stakeholder Group	Access Point of Data	Frequency of Reporting	Format of Reporting	Purpose or Use
Parents				
Students				
Teachers				
School Leader				
Board				
Management Co.				
Sponsor				
Public/Community				
Other				

## 10. Budget & Finance

Please complete the 2018-2019SY Budget and 5-Year Forecast template provided in Attachment C.

- Explain the school's budget priorities consistent with the school's mission, educational program, staffing, and facility.
- Explain any revenue, expenditure assumptions, including for any plan to incur and repay allowable debt.

## 11. Student Performance

- Please provide a complete copy of the school's State Report Card for the following school years: 2017-2018 (if available), 2016-2017, 2015-2016, and 2014-2015.
- Please provide the school's 2017-2018SY Fall and Spring NWEA, STAR, or other norm referenced test data.
- Please provide in a table format the 2017-2018SY attendance rates for ALL students overall and for students in disaggregated groups.

## 12. Sponsor Evaluation(s)

Please provide final performance monitoring reports conducted by and provided by the current sponsor to the board of the school at the end of the following school years: 2017-2018 (if available), 2016-2017, 2015-2016, and 2014-2105 (comprehensive end of year report).

## 13. Fiscal Stability and Ongoing Fiscal Viability of the School

Please provide the following financial information.

- 2018-2019FY-October 5-Year Forecast
- 2017-2018FY – May & October 5-Year Forecast
- 2018-2019FY - Detailed Budget to Actual Spending Plan – *up to November 1*
- 2017-2018SY June 30 Year-End Financial Reports (Balance Sheet, Profit/Loss Statement, AP Aging, etc.)
- Copy of the school's Financial Audit report with any Management Letter issued by the State of Ohio Auditor or designated contracted audit firm for the last **(3)** completed fiscal years.

## 14. Governance:

Please provide the following governance information:

- # of board meetings held during the 2017-2018SY
- Copy of the current Board roster with contact information and any other boards that members may serve on currently.
- Copy of the approved board meeting minutes for the last (12) months.
- Copy of board meeting notices for the 2017-2018SY & 2018-2019SY
- Evidence of completion of required board training for the 2017-2018SY
- Evidence of completion of board member qualifications (COI, BCI/FBI, resume/bio) –example: letter of approval from the sponsor.

## 15. Additional Documentation:

Please provide a copy of the following:

1. Date Opening Assurances was completed and submitted to ODE for the 2018-2019SY and the first day of school for students or school calendar.
2. Copy of any special education non-compliance reports and the date of remedy, if applicable.
3. Copy of and date the school's annual report submitted to the sponsor and the date made available to the public.
4. Copy of "screenshot" or other evidence of compliance status of *Emergency Plan* submission status.
5. Copy of any non-renewal notices provided to or from your Sponsor, if applicable.
6. Copy of your current sponsorship charter agreement/contract and relevant modifications.
7. Copy of any disciplinary action(s) taken against the school in the past (3) years, if applicable.
  - If applicable, provide a written explanation of the school's remedies.
8. Copy of any Corrective Action Plans (CAPs) the school has been under in the past (3) years.
  - If applicable, provide a written explanation of the status of the CAP and the school's remedies.