

Sources of Evidence for Standard 9				
Documentation			Interviews	Observations
<ul style="list-style-type: none"> • Bylaws • Legal documents • Vision and mission statements • Board policies/policy handbook • Board meeting agendas • Board meeting minutes • Board planning schedule • Board needs assessment • Business or Strategic Plan • SAC reports 	<ul style="list-style-type: none"> • School accreditation plan/School Performance Framework • Unified Improvement Plan • School improvement goals • Professional development plan/training records • Website • School publications • Policies posted on the web and/or made available without charge 	<ul style="list-style-type: none"> • Administrator evaluation documents (instrument and evaluation) • CCSP grant application • Grant applications • Charter contract • Waivers • Authorizer review 	<ul style="list-style-type: none"> • Board members • Board treasurer • Board president • Board secretary • CMO/EMO interviews (as applicable) • Business manager/CFO • Authorizer • Teaching & administrative staff • Parents • Students • Other stakeholder interviews 	<ul style="list-style-type: none"> • SAC Meeting • Board Meeting

Standard 9: Strong Board Governance		The school board demonstrates strong leadership through its procedures to promote the school's mission, strategic planning, current knowledge of legislative issues, policy development, commitment to professional development, provision of resources, oversight/support of administrator, ability to build effective committees, and establishing networked community relationships.					
Indicator 9.a. Vision/Mission and Governance Structure		The Governing Board promotes the vision and mission of the school through a strong governance structure.					
Indicator Rating		(4) Developed and fully implemented on an ongoing and sustained basis	(3) Developed and generally implemented throughout the school	(2) In development and/or partially implemented	(1) Initial development and/or minimal implementation	(NA) Not Applicable	Comments

Standard 9: Strong Board Governance

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Indicator 9.a. Vision/Mission and Governance Structure

The Governing Board promotes the vision and mission of the school through a strong governance structure.

Indicator Rating		(4) Developed and fully implemented on an ongoing and sustained basis	(3) Developed and generally implemented throughout the school	(2) In development and/or partially implemented	(1) Initial development and/or minimal implementation	(NA) Not Applicable	Comments
9.a.1. Use of Vision and Mission to Promote School.	The vision and mission is communicated publicly to stakeholders and the community through inclusion in all publications and conversations promoting the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9.a.2. Articulation of Vision and Mission.	The board is consistent in its articulation of how the vision and mission is implemented throughout the school and educational programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9.a.3. Founding Documents.	Board and board members adhere to approved bylaws and Articles of Incorporation in carrying out the school's mission and vision.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9.a.4. Board Member Roles.	Board member and officer roles and expectations are clearly defined and implemented.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9.a.4. Board Recruitment.	A process exists to recruit highly qualified board members based on identified needs and a balanced board composition.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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9.a.5. Board Evaluation.	A process exists to regularly evaluate board function and strengthen board practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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Indicator 9.b. Strategic Planning		The Governing Board promotes the vision and mission of the school through strategic planning.					
Indicator Rating		(4) Developed and fully implemented on an ongoing and sustained basis	(3) Developed and generally implemented throughout the school	(2) In development and/or partially implemented	(1) Initial development and/or minimal implementation	(NA) Not Applicable	Comments
9.b.1. Strategic Planning.	The board engages in a regular strategic planning process that leads to key objectives and deliverables linked to the school's vision, mission, and UIP.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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Indicator 9.c. Policies and Legal		The Governing Board policies adhere to legal obligations as a public entity.					
Indicator Rating		(4) Developed and fully implemented on an ongoing and sustained basis	(3) Developed and generally implemented throughout the school	(2) In development and/or partially implemented	(1) Initial development and/or minimal implementation	(NA) Not Applicable	Comments
9.c.1. Charter Contract and Waivers.	Board practice and oversight of school activities reflect fidelity to the school’s charter contract and waivers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9.c.2. Board Policies.	Board policies align with federal laws, state laws and rules, and district policies (unless waived).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9.c.3. Sunshine Laws.	Board practice complies with sunshine laws and open records and meeting requirements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9.c.4. Board Professionalism.	Board policies reflect expectations for professionalism, requiring board members to lead with integrity (e.g. duties of care, loyalty, obedience, conflict resolution).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9.c.5. Conflict and Crisis Resolution.	Processes are in place to deal with conflict and prevent escalation or crisis.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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9.c.6. Access and use of Board Policies.	Board policies are available to the public via the school's website, and board members utilize these policies in governing the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9.c.7. Legal Counsel.	The board utilizes independent legal counsel to proactively prepare for legal matters.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9.c.8. Legislative Changes.	Legislative changes are tracked regularly and the school is proactive in aligning to new legislative requirements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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Indicator 9.d. Professional Development		The Governing Board engages in quality, needs-based professional development.					
Indicator Rating		(4) Developed and fully implemented on an ongoing and sustained basis	(3) Developed and generally implemented throughout the school	(2) In development and/or partially implemented	(1) Initial development and/or minimal implementation	(NA) Not Applicable	Comments
9.d.1. Board Needs Assessment.	Annual board needs assessments and evaluations result in consistent, ongoing professional development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9.d.2. Board Training and Orientation.	The board quickly and effectively engages new members in full, rigorous training.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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Indicator 9.e. Program Assessment and Renewal

The Governing Board provides guidance in program assessment and renewal processes.

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9.e.1. Data Collection.	The board has a data dashboard that includes data monitoring in at least these areas: <ul style="list-style-type: none"> • Academic performance • Financial health 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9.e.2. Input.	The board obtains input from internal stakeholders (e.g. parents, staff, students, School Accountability Committee) and external stakeholders (e.g. authorizer, businesses, community, third parties) to drive the Unified Improvement Plan (UIP) for the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9.e.3. Data-Driven Decision Making.	The board demonstrates frequent use of the data dashboard to drive decision-making.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9.e.4. Renewal Process	The board utilizes its authorizer’s annual review to ensure steady progress toward charter contract renewal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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Indicator 9.f. Administrator Hiring and Evaluation

The Governing Board has a clear plan for hiring, retaining, supporting, and evaluating the lead administrator.

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9.f.1. Board and Lead Administrator Relationship.	There is clear delineation of responsibilities between The board and the school's lead administrator.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9.f.2. Lead Administrator Job Description.	The lead administrator's job description is feasible, detailed, and reflects the reality of the actual role.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9.f.3. Lead Administrator Hiring and Succession.	A hiring and succession plan for securing a quality lead administrator is evident.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9.f.4. Lead Administrator Evaluation.	The board uses an evaluation plan that focuses on mutually agreed upon targeted goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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Indicator 9.g. Meetings and Committees

The Governing Board demonstrates effective use of meetings and committees.

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9.g.1. Board Meetings.	The board engages in timely, efficient, and productive meetings, as evidenced by timely decision making that does not impede important operations of the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9.g.2. Committee Goals.	Committee goals are established, are actively being met, and support the school’s mission and vision.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9.g.3. Committee Reporting.	Committee work is regularly reported to The board.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9.g.4. Committee Effectiveness.	Committee structure, responsibilities, and work are regularly evaluated to ensure efficacy, quality, and efficiency.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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Indicator 9.h. Stakeholder Management The Governing Board supports the mission/vision of the school by securing strong relationships with internal and external stakeholders.

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9.h.1. External Networking.	The board actively networks with a variety of external stakeholders beyond the school to improve school and board function.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9.h.2. Internal Relationships.	The board actively engages a wide variety of internal stakeholders (e.g. administration, staff, parents, students) to develop and maintain strong, positive working relationships.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Standard 10: Sound Fiscal Management

The school board demonstrates strong fiscal management and school practices demonstrate current and future financial health.

Indicator 10.a. Budget		Governing Board and administration gather input to develop short-term and long-term budgets and make effective use of sound budgeting practices.					
Indicator Rating		(4) Developed and fully implemented on an ongoing and sustained basis	(3) Developed and generally implemented throughout the school	(2) In development and/or partially implemented	(1) Initial development and/or minimal implementation	(NA) Not Applicable	Comments
10.a.1. Annual Budget.	The board and administration gather input to develop and monitor the annual school budget. The budget is effectively used for ongoing planning and regularly reviewed for accuracy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10.a.2. Long Term Budget.	The board and administration collaboratively develop, annually update, monitor, and use a long-term (3-10 year) rolling budget for short- and long-term planning. The board and administration can articulate how they use the long-term budget for accomplishing school goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10.a.3. Budget Priorities.	Budget priorities are based on the school's vision and mission statements. Budget priorities correlate and align with the school's strategic plan. Budget priorities are collaboratively reviewed and documented based on analysis of performance data.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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10.a.4. Stakeholder Input.	<p>The board and administration engage stakeholders appropriately in the development of the budget, present iterations of the budget to stakeholder groups, and evaluate stakeholder input. The board and administration openly share financial information and interpret the financial status of the school for all stakeholders on an ongoing basis.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10.a.5. Budget Timeline.	<p>The board has adopted an annual timeline outlining the processes for budget development, revision, approval, submission to the authorizer, and monitoring. The budgeting timeline meets the requirements for posting and review of the budget. The board makes good use of the annual budgeting timeline. The board uses the budgeting timeline when setting business meeting agendas.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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10.a.6. Balanced Budget.	The school operates with and regularly monitors a balanced budget. A plan exists for prioritizing the allocation or expenditure of surplus funding.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10.a.7. Budget Adjustments.	The school proactively and effectively adjusts the budget to reflect changes in current enrollment and PPR funding. The board collaborates with the administration and the school's finance committee to ensure that adjustments reflect school priorities. The board reviews adjustments monthly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Standard 10: Sound Fiscal Management		The school board demonstrates strong fiscal management and school practices demonstrate current and future financial health.					
Indicator 10.b. Revue and Program Costs		School leadership uses realistic revenue and program costs in the budget.					

Indicator Rating		(4) Developed and fully implemented on an ongoing and sustained basis	(3) Developed and generally implemented throughout the school	(2) In development and/or partially implemented	(1) Initial development and/or minimal implementation	(NA) Not Applicable	Comments
10.b.1. Enrollment Projections.	The school budget is developed with accurate enrollment projections based on realistic internal and external data from a variety of sources. The school consistently uses conservative enrollment projections.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10.b.2. Revenue Projections.	Revenue projections are realistic and based on guaranteed revenue streams. The school projects revenue conservatively. Guaranteed revenue streams are sufficient to fund operating costs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10.b.3. Staff Resources and Salaries.	Salaries and benefits are within the normal range of 50 – 70% of PPR or there are reasonable explanations for significant variances. All staff and administration salaries are commensurate with experience and qualifications. Payroll plus benefits are highly cost effective and highly competitive without any divergent individual salaries or staffing assignments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Standard 10: Sound Fiscal Management	The school board demonstrates strong fiscal management and school practices demonstrate current and future financial health.
Indicator 10.b. Revenue and Program Costs	School leadership uses realistic revenue and program costs in the budget.

Indicator Rating		(4) Developed and fully implemented on an ongoing and sustained basis	(3) Developed and generally implemented throughout the school	(2) In development and/or partially implemented	(1) Initial development and/or minimal implementation	(NA) Not Applicable	Comments
10.b.4. Organizational Structure.	The organizational structure is well-balanced between administration and instruction. Combined administrative salaries are 8-15% of total expenses, and instructional staff salaries are 50-60% of total expenses. Substantive variances can be justified.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10.b.5. Facility Costs.	Lease/mortgage payments for an adequate and appropriate facility are current. Lease/mortgage payments are less than 12% of total PPR, or there is a reasonable explanation of the variance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Standard 10: Sound Fiscal Management

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Indicator 10.c. Stable Programming

The school has enough revenue to ensure stable programming

Indicator Rating		(4) Developed and fully implemented on an ongoing and sustained basis	(3) Developed and generally implemented throughout the school	(2) In development and/or partially implemented	(1) Initial development and/or minimal implementation	(NA) Not Applicable	Comments
10.c.1. Stable Enrollment.	The school has a track record of consistently meeting or exceeding enrollment targets. Enrollment is growing appropriately, or has stabilized at an optimal number. The school maintains a substantial current waitlist (greater than 10% of total enrollment) of potential students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10.c.2. Adequate PPR.	Total per pupil revenue is adequate to cover all expenses with a surplus in cash to fund numerous strategically prioritized needs for improving academic achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Standard 10: Sound Fiscal Management

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Indicator 10.d. Additional Revenue Resources

The school has developed other resources to achieve additional strategic priorities and can increase revenue if a shortfall occurs.

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10.d.1. Additional Programs.	The school has effectively implemented a variety of revenue-generating programs to augment per pupil revenue (e.g. before-and-after school care, pre-school, entrepreneurial endeavors) that align with the school’s program, mission and vision.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10.d.2. Grants.	The school has successfully secured several grants from multiple sources beyond common start-up grants and has an effective and active structure for pursuing additional grant funding.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10.d.3. Fundraising.	The school has structured fund development campaigns that successfully augment revenue. Numerous contacts in the internal (parent/family) and external community result in significant supplementary funding and resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Standard 10: Sound Fiscal Management

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Indicator 10.e. Report Requirements

The school understands and complies with reporting requirements of the state and charter authorizer.

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10.e.1. Audit.	An independent audit is performed and is reviewed by the board. The auditor reports an unqualified opinion that financials fairly represent the financial condition of the school. The most recent audit and consecutive previous audits reflect that the school has a history of operating with a positive fund balance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10.e.2. Reporting.	All state and authorizer reporting requirements are met in a timely and thorough manner. The school's financial reporting system is set up to use the CDE Chart of Accounts (COA), budget format, and easily merges with authorizer information for reporting flow.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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10.e.3. Financial Transparency Act.	The school is in full compliance with the Financial Transparency Act. The school has posted online the annual budgets, annual audits, quarterly financials, compensation policies, accounts payable register, purchase card statements, and investment performance reports since the school's inception. Documents are posted within 60 days of the issuance of data.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Standard 10: Sound Fiscal Management

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Indicator 10.f. Reserves		The school has access to reserves or can raise cash if a budget shortfall occurs or to finance growth.					
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10.f.1. Reserves.	The school has adequate TABOR reserve/assets and two months or more of cash on hand to cover operating expenses. The school has the ability to reduce expenses/spending mid-year should the need arise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10.f.2. Growth.	The school has effectively planned for growth in enrollment, program offerings, and/or facility. Funding campaigns, reserve planning, and financing endeavors have exceeded expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Standard 10: Sound Fiscal Management

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Indicator 10.g. Board Responsibility

The Governing Board and administrators hold themselves responsible for the school's financial stability and integrity.

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10.g.1. Board Expertise.	The board has recruited highly knowledgeable board members with financial expertise. All board members are appropriately engaged and trained to provide input, oversight, and corrective action on all financial matters. All board members understand the school's current and future financial status.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10.g.2. Reporting.	On a monthly basis, the board receives financial statements (including revenue and expense and budget to actual reports) from the administration, board treasurer, and finance subcommittee. The board reviews, discusses, approves, and, as necessary, makes financial decisions based on these reports. Reporting formats are consistent, accurate, and understandable. Budget narrative reports are recorded in board meeting minutes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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Indicator Rating		(4) Developed and fully implemented on an ongoing and sustained basis	(3) Developed and generally implemented throughout the school	(2) In development and/or partially implemented	(1) Initial development and/or minimal implementation	(NA) Not Applicable	Comments
10.g.3. Administrator Skills and Qualifications.	All key administrators are highly qualified for their positions with experience and/or education in business finance and management. The administrative team effectively manages and operates the school within the parameters set by the budget and board financial policies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10.g.4. Networking and Training.	School leaders (board and administration) participate in training and networking opportunities, monitor financial legislation, and seek outside advice in efforts to improve financial oversight and management practices. School leaders engage in the community and/or state to bring best practices to all Colorado charter schools.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Standard 10: Sound Fiscal Management

The school board demonstrates strong fiscal management and school practices demonstrate current and future financial health.

Indicator 10.h. Policies		The Governing Board has adopted policies that ensure financial health and a strong system for the timely, accurate tracking and recording of all financial data and transactions.					Comments
Indicator Rating		(4) Developed and fully implemented on an ongoing and sustained basis	(3) Developed and generally implemented throughout the school	(2) In development and/or partially implemented	(1) Initial development and/or minimal implementation	(NA) Not Applicable	
10.h.1. Budget Policies.	The board has adopted a comprehensive set of policies, aligned to state statutes, outlining the process for budget development, revision, approval, submission to the authorizer, and ongoing monitoring.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10.h.2. Fiscal Management Policies.	Comprehensive fiscal management policies written and aligned to state statutes exist to ensure compliance with all school finance laws and regulations. Policies are regularly reviewed and updated.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10.h.3. Credit Card/P-Card Policies.	The school is in full compliance with all written credit card/P-card policies and procedures and written policies represent exemplary business practices (e.g. includes receipts and records, limits, approved users, payment, fees/awards).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10.h.4. Policy Compliance.	The school is in compliance with all internal fiscal management and budget policies. The school regularly monitors for compliance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Standard 10: Sound Fiscal Management

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Indicator 10.h. Policies

The Governing Board has adopted policies that ensure financial health and a strong system for the timely, accurate tracking and recording of all financial data and transactions.

Indicator Rating		(4) Developed and fully implemented on an ongoing and sustained basis	(3) Developed and generally implemented throughout the school	(2) In development and/or partially implemented	(1) Initial development and/or minimal implementation	(NA) Not Applicable	Comments
10.h.5. Checks and Balances.	The school has adopted a comprehensive set of policies and procedures to ensure a system of checks and balances of authority and a segregation of duties in all financial transactions. The school performs a quarterly internal audit to ensure compliance with the established system.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10.h.6. Finance Subcommittee.	The board has adopted a policy for the formation of a finance subcommittee. There are goals, objectives, and reporting structures established for the finance subcommittee. The subcommittee participates in budget development and provides regular financial reports to the board. The board treasurer, administrator, and business manager/accountant participate on the finance committee.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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Indicator 10.h. Policies

The Governing Board has adopted policies that ensure financial health and a strong system for the timely, accurate tracking and recording of all financial data and transactions.

Indicator Rating		(4) Developed and fully implemented on an ongoing and sustained basis	(3) Developed and generally implemented throughout the school	(2) In development and/or partially implemented	(1) Initial development and/or minimal implementation	(NA) Not Applicable	Comments
10.h.7. Autonomy.	The school has established complete financial autonomy from the authorizer and/or Educational Management Organization (EMO). When negotiating contracts with the authorizer or EMO, school leadership secures, in writing, financial autonomy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Standard 10: Sound Fiscal Management

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Indicator 10.i. Business Operations

The school has established and maintains procedures for accurate and appropriate business operations.

Indicator Rating		(4) Developed and fully implemented on an ongoing and sustained basis	(3) Developed and generally implemented throughout the school	(2) In development and/or partially implemented	(1) Initial development and/or minimal implementation	(NA) Not Applicable	Comments
10.i.1. Accounts Payable.	The school's accounts payable register contains a reasonable number of payees, given the age and size of the school. There are no payments (other than payroll) to administrators, staff members, board members, school founders, or others closely involved with the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10.i.2. Record/Bookkeeping.	Bookkeeping and accounting practices are effective and model best practices. Financial records are current, accurate, secure, and appropriately accessible.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10.i.3. File Security.	Financial systems create the proper level of physical and digital security of financial records. The school follows a written policy to ensure a system for routine, secure back-up of electronic documents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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Indicator Rating		(4) Developed and fully implemented on an ongoing and sustained basis	(3) Developed and generally implemented throughout the school	(2) In development and/or partially implemented	(1) Initial development and/or minimal implementation	(NA) Not Applicable	Comments
10.i.4. Record Retention.	The school has formally adopted policies/procedures for record retention practices that meets or exceeds district, state, and federal minimum requirements, and is monitoring early set up, as well as tracking records within the plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10.i.5. Risk Management.	The school has a complete risk coverage package that meets or exceeds recommended levels in all areas (e.g. Property, General Liability, Business Auto, Umbrella, and Workers Compensation).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10.i.6. HR Practices.	School has a written plan and/or checklist that is used to monitor and maintain HR best practices that includes CBI background checks, reference checks, I-9, separate health record files, new hire reporting, current at will contracts, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	