

APPENDIX A

AMENDMENT REQUEST MATERIALS

Replication Application

Downloads

 [Download all files](#)

Note: Please be patient. This may take up to a few minutes to complete depending on the number of files included with this application.

1. Applicant Agreement

Application Agreement Information

I certify all information contained in this application is complete and accurate, realizing that any misrepresentation could result in disqualification from the replication application process or revocation after award. I understand that incomplete applications will not be considered.

The Applicant acknowledges that all information presented in the application package, if approved, becomes part of the charter and will be used for accountability purposes throughout the term of the charter, and that the charter may be amended or modified by mutual agreement, in writing, of the parties pursuant to the terms of the charter contract when signed.

The Applicant acknowledges that the officers, directors, members, or partners are aware of their responsibilities in the operation of a charter school as described in Arizona statute and that the Applicant is subject to and will ensure compliance with all relevant federal, state and local laws and requirements.

The Applicant acknowledges that the most current academic data will be provided to the Board for its consideration of the application.

The Applicant acknowledges that if approved to operate a charter school, the Applicant must execute a charter contract with the Arizona State Board for Charter Schools (the Board) within twelve months after the Board decides to grant the charter. If a charter is not timely signed, the Board's decision to grant the replication charter expires.

The Applicant acknowledges that if approved to operate a charter school, the Applicant must begin providing educational services no later than the second fiscal year after the Board's decision to grant the charter. Failure to begin providing educational instruction accordingly may result in the revocation of the charter.

The Applicant acknowledges that if approved to operate a charter school, the Applicant must provide the number of days of instruction as approved in the application within the State's fiscal year that begins July 1st and ends June 30th. Failure to do so may result in revocation of the charter.

Application Agreement Signature

Anjum Majeed 08/11/2017

2. Entity Information

Name of Charter Holder Entity Eligible for Replication

Self Development Charter School dba Self Development Academy

Name of Replication Model School

Self Development Academy

Name of Proposed Charter School

Self Development Eastmark Academy

Will the replication charter be held by the existing entity?

No, a new entity will hold the replication charter.

A: Entity and Corporate Principals



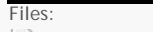






Statement of Consistency

- By checking this box, I understand and agree that the Replication Application process requires the organizational structure of the new entity to be consistent with the organizational structure of the existing entity.

Name of Entity

Self Development Eastmark Academy

Authorized Representative for Entity

- Asif Majeed
 - 
 - 
 - 
 - Files:
 -  [Fingerprint Clearance Card](#)
 -  [Affidavit](#)
 -  [Background Information Sheet](#)
 -  [Resume](#)
 -  [Verification of Coursework/Degree](#)
- Anjum Majeed
 - 

- o [Redacted]
- o Files:
 - Fingerprint Clearance Card
 - Affidavit
 - Background Information Sheet
 - Resume
 - Verification of Coursework/Degree

- Vernetta Madsen
 - o [Redacted]
 - o [Redacted]
 - o [Redacted]
 - o Files:
 - Fingerprint Clearance Card
 - Affidavit
 - Background Information Sheet
 - Resume
 - Verification of Coursework/Degree

- Rachel Hunt
 - o [Redacted]
 - o [Redacted]
 - o [Redacted]
 - o Files:
 - Fingerprint Clearance Card
 - Affidavit
 - Background Information Sheet
 - Resume
 - Verification of Coursework/Degree

Authorized Representative Mailing Address

1709 N. Greenfield Road
Mesa, AZ 85205

County

Maricopa

Day Time Phone

480-641-2640

Fax

480-807-2773

Form of Organization

Non Profit Corporation

Entity Type

Domestic Corporation

Charter Principals Background Information






Upload all required background information for each Officer, Director, Member, or Partner of the new entity.

Charter Principals

- Vernetta Madsen
 - o [Redacted]
 - o [Redacted]
 - o [Redacted]
 - o Files:
 - Fingerprint Clearance Card
 - Affidavit
 - Background Information Sheet
 - Resume
 - Verification of Coursework/Degree
 - Current Charter Affiliations

- Asif Majeed
 - o [Redacted]
 - o [Redacted]
 - o [Redacted]
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- Rachel Hunt
 - o [Redacted]
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- Anjum Majeed

- 
- 
- 

- Files:

-  Fingerprint Clearance Card
-  Affidavit
-  Background Information Sheet
-  Resume
-  Verification of Coursework/Degree
-  Current Charter Affiliations

Required Exhibits for A:

-  [Download File](#) — Arizona Corporation Commission Filing - Articles of Incorporation for Self Development Eastmark Academy
-  [Download File](#) — Bylaws for Self Development Eastmark Academy
-  [Download File](#) — Email from ASBCS dated June 28, 2017 confirming that Vernetta Madsen Resume and Verification of Coursework are on file.

3. Governance Structure

Statement of Consistency

- By checking this box, I understand and agree that the Replication Application process requires the governance structure of the new school to be consistent with the governance structure of the Replication Model School.

Answer the following question by checking the appropriate box and completing any additional information requested.

How will the governance structure of the new school relate to the Replication Model School?

The new school will be operated by a new entity described in Section A, which will act as the governing body. (Skip Section B and go to Education Service Providers.)

B: Governing Body

- Asif Majeed (Charter Organization)
- Anjum Majeed (Charter Organization)
- Vernetta Madsen (Charter Organization)
- Rachel Hunt (Charter Organization)

4. Education Service Provider

Does the existing entity have a relationship with an ESP?

No (Skip Section C and go to Educational Plan)

C.1: Education Service Providers -- Contractual Relationship**Statement of Consistency**

(No response)

What is the name of the ESP?

(No response)

Required Exhibits for C.1

No documents were uploaded.

C.2: Education Service Providers -- Governance Relationship**Statement of Consistency**

(No response)

What is the name of the ESP?

(No response)

Describe the nature of the governance relationship:

Required Exhibits for C.2

No documents were uploaded.

5. Educational Plan

Target Population and Enrollment of New School

Statement of Consistency

- By checking this box, I understand and agree that the target population of the new school should be similar to the population of the Replication Model School, and that differences must be addressed in responses to the questions below as a component of the Replication Application process.

Statement of Consistency

- By checking this box, I understand and agree that the Replication Application process requires the enrollment policies of the new school to be consistent with the enrollment policies of the Replication Model School, and that enrollment of students cannot begin until the charter is signed.

Grades Requested for Replication Charter Contract

- K
- 1st
- 2nd
- 3rd
- 4th
- 5th
- 6th
- 7th
- 8th

Enrollment Cap

700

Grades Served Year 1

K-8

Projected Enrollment Cap Year 1

350

Grades Served Year 2

K-8

Projected Enrollment Cap Year 2

500

Grades Served Year 3

K-8

Projected Enrollment Cap Year 3

700

School Calendar Type

Standard

Instructional Days

180

Target Start Date

08/13/2018

School Characteristics

- Back to Basics
- College Preparatory
- Traditional
- Math and Science/STEM
- Multiple Intelligences

Target Population and Enrollment of New School Narrative – [Download File](#)

Program of Instruction

Statement of Consistency

- By checking this box, I understand and agree that the Replication Application process requires that the Educational Plan of the new entity and school to be consistent with the Educational Plan of the existing entity and Replication Model School.

Mission Statement

Our mission is to nurture students' inner spirit of curiosity, inspire students to develop intrinsic motivation to achieve scholarly potential, empower students to take ownership of their learning, foster passion for life-long learning, and promote the merit of serving the community. Each student who graduates from Self Development will embody the 4 R's - they will be responsible, ready for continued academic success, respectful, and resilient.

Program of Instruction Narrative – [Download File](#)

6. Operational and Business Plan

Operational Plan Narrative – [Download File](#)

Required Exhibits

- [Download File](#) – Minutes of the Board authorizing replication to one or more schools
- [Download File](#) – Enrollment Matrix for SDE
- [Download File](#) – Staffing Matrix for SDE

Facility Acquisition for New School

Has a confirmed facility been acquired for the new school?

No (Complete Section D.2)

D.1: Confirmed Facility

Address of Confirmed Facility

Required Exhibits for D.1:

No documents were uploaded.

D.2: Planned Facility

Identify the proposed location of new school by providing cross streets that would be the center of a 2.5 mile radius.

Within a 2.5 mile radius of Pecos Road and Ellsworth Road

Planned Facility Narrative – [Download File](#)

Business Plan

Does the financial performance of the Charter Holder meet the Board's financial performance expectations?

Yes (Skip Section E)

E. Business Plan for Expansion

Required Exhibits for E

[Download File](#) – Email from ASBCS stating that SDA meets the Board's financial performance expectations, and therefore is not completing the start up budget or three year operational budget documents

7. Additional Information

Additional Information

Do not complete this section unless specifically directed to do so in the application being completed.

Program of Instruction Narrative

1. Provide a description of the charter holder’s philosophical approach to improving pupil achievement. Include how this philosophy has impacted the success of the existing school. If a different population will be served in the new school, how does this philosophical approach apply?

The school’s philosophy of self-development emphasizes the importance of self-awareness, self-acceptance, and self-knowledge. First, it is important for students to be aware of their emotions. Second, they must have self-knowledge about their likes and dislikes, their strengths, and their weaknesses. Third, they must have self-acceptance. These three stages of self-awareness, self-knowledge, and self-acceptance direct self-development. Self-development results in self-control, self-discipline, and increases self-efficacy, which results in success in school, college, and beyond. The school’s philosophy has worked well at the existing school as exemplified by the academic performance of students at the school and the performance of ‘graduating’ students when they move on to high schools. Many of our former students are ranked among the top students at large public high schools.

To address the needs of the community being served at the new school, the distinct qualities of Self Development Eastmark Academy (SDE), mirroring the existing school, include the belief that all children can learn, the use of high quality formative data providing immediate feedback to teachers and students, and the use of a challenging curriculum with state’s standards serving as a baseline.

2. Describe the existing program of instruction of the current school, including methods of instruction and curriculum for the core academic content areas, which supports this philosophy and aligns to Arizona Academic Standards.

An alignment of the school’s curriculum, instruction, and assessments with updated state standards and assessments is a must. The main features of the rigorous curriculum of the existing program are the following:

- High Standards and rigorous curriculum to gain 21st century skills
- Rigorous and challenging mathematics and inquiry-based science programs with laboratory experience
- Modified Traditional Model with emphasis on strong foundational skills
- Direct instruction, fluency building, and mastery learning
- Blended learning Foreign Languages Programs
- Future Plans include for 8th grade students to take the ACT Aspire and PSAT.

The curriculum will use the Arizona’s standards as a basis, but the manner in which it draws the student into the world of intrinsic learning is by making personal connections with the students and utilizing their lived experiences in the community. The implementation of the curriculum for student learning takes into consideration the theories of Bandura’s self-efficacy, Piaget’s Cognitive Stages, and Vygotsky’s Zone of Proximal Development (ZPD).

3. Present an explanation of how the implementation of the existing program of instruction meets the needs of the proposed target population.

The leadership team will evaluate the curriculum on an on-going basis to ensure that the students at SDE are successful. The team will make any necessary revisions during the school year. For students who are academically challenged, more supplemental resources in the form of interventions and small group or individual tutoring, will take place to bring them to become proficient. Similarly, those students who need to be challenged further will have access to enrichment material, technology resources, and may initiate their own

project-based learning, once they have demonstrated mastery of the concepts to be learned. At the core of the SDE's philosophy is providing supplemental curriculum for intervention as well as for enrichment.

Using the existing model, after the first four weeks, teachers will temporarily group their students in five categories based on their formative weekly tests. The top two groups will continue to use the regular curriculum and will be pushed to the higher level. The two middle groups will receive smaller group instructions and then will be continuously assessed to determine if they are ready to return to the classroom for instructions or do they need more intervention. The bottom group will receive intensive intervention. Based on their performance, students may be referred for special education services.

At the end of each year, the results of yearly summative tests and teacher input will help evaluate the effectiveness of the curriculum and its implementation. The curriculum will then be updated as necessary to address any weaknesses and accentuate any strength. Curriculum review is a continuing process to maximize student learning.

4. Describe the level of proficiency that students must obtain to demonstrate mastery of academic core content and clear criteria for promotion from one level to the next.

Mastery is defined as achieving a comprehensive knowledge of content area. Mastery is reached with a score of 80% or better. Proficiency is defined as a score of 70% and provides for a minimum working knowledge of the material covered in the course. The goal at SDE is that 50% of its students should attain proficiency at 70% the first year when they take state standardized tests. By the end of the third year, 85% of its students would achieve proficiency at 70% or above in the state standardized tests.

Grade level promotion will be at 70% proficiency. The cumulative score would include school's final exams, participation, and the averages of tests and projects. The cumulative grade includes recommendations of the instructional team. The leadership of the school recognizes that 15-20% of the population may face special challenges and would require more time for proficiency and mastery. The school will focus on individualized programs for low-performing students who face special challenges to address their needs appropriately.

5. If your school serves a high school population, identify graduation requirements for the school that will meet State requirements. Describe the process and criteria for awarding course credit.

Not Applicable, as Self Development Eastmark Academy is not a high school.

Operational Plan Narrative

- 1. Describe the organization's strategic growth plan and desired outcomes in Arizona over the next five years including the number of schools and grades served, projected opening dates and projected numbers of students served.**

Over the next five years the growth plan of Self Development Academy is to replicate in east Mesa with Self Development Eastmark Academy, and in South Scottsdale with Self Development Scottsdale Academy in SY 2019. In SY 2020 through SY2022, we plan to expand at a rate of 1-2 schools per year. Each school will serve 500-700 K-8 students.

- 2. Discuss your operational capacity to open and operate schools successfully, including lessons learned from past expansion and how to avoid or minimize challenges in the replication school**

The experience gained in the start-up of SDA and the growth achieved through three phases will be helpful in developing an effective strategic plan to develop for SDE. Additionally, the establishment of Self Development Academy-Phoenix in 2015 has also been instrumental in providing lessons regarding how to replicate and operate effective schools. The management team at SDE will carefully plan and develop expansion plans using the data gleaned from the associate school, using the available resources, fundraising, grants, and if needed personal resources. By virtue of an understanding gained during the expansion of the existing two schools, the leadership of SDE is well-versed with the challenges expected at each expansion phase. This includes the use of contractors who are dependable for meeting construction deadlines, having a sound marketing plan to recruit new students, and hiring the most committed and qualified teachers for student achievement.

Lesson Learned:

SDE leadership will not only take into consideration the lessons learned from the challenges that SDA faced with the increase in enrollment and enriching the curriculum, but also will assess the need to remain steadfast and committed to improving student achievement at SDA's associated school, Self Development Academy-Phoenix (SDA-Phoenix). During the expansion phase of SDE, special care will be given to having extra staff on campus to provide for more one-on-one attention for the new students and help meet their educational needs.

SDA-Phoenix serves a different demographics compared to SDA in Mesa. Over 93% of students qualified for free/reduced meals, a large percentage of students are ELL students, and significant numbers of students have IEPs. The understanding of continuous commitment to closing the achievement gap requires competent teachers and developing a respectful relationship with students and families. SDE leadership will take into consideration research based strategies and hands-on experience when developing a culture of high expectation and performance.

Minimizing Challenges

The risk factors associated with the population expansion and a diverse community may be remarkable and innumerable. When compounded by language barriers, adversity becomes an insurmountable monolith, affecting students' self-esteem and self-efficacy. With nearly 21% of Hispanic population, the educational challenges facing some of the community members include the language barriers and low academic performance. In short: the community faces numerous challenges. Based on an extensive research and experience of the SDA's leadership, SDE acknowledges the presence of several risk factors which will be addressed to minimize challenges.

- 3. Summarize the organization's plan to support the quality and long term academic success of the replication school, the quality and long term operational success of the replication school, and the financial viability of the replication school.**

SDA began operations in 2000. The school has consistently received an A or an equivalent rating for every year since the school's inception. Not only has SDA been an A rated school but has been ranked as one of the top 10 highest performing schools in Arizona in the past several years. Every year, the school's audit reports have had no findings. The school's balance sheet shows a healthy cash reserve.

Dr. Anjum Majeed along with her husband, Asif Majeed, co-founded SDA. Dr. Majeed has successfully established several for-profit and not-for-profit sustainable organizations, small and large, with the number of employees ranging from 15 to 60. Because of Dr. Majeed's strategic planning, strong foundation, well-thought succession plans, and development of governance structure, these organizations have continued to flourish and thrive, although Dr. Majeed has moved on to focus on her lifelong passion of providing quality education for all children.

The Board of SDA will function as the governing authority for the new school. The current Superintendent, Dr. Anjum Majeed, who has an outstanding track of achieving academic and financial success, will serve as a direct mentor for the leader of SDE. The new school will be operated based on similar principles that include providing academic excellence and good governance by using time tested practices of leadership experience of 17 years.

Planned Facility Narrative

1. Describe the facility size and layout suitable for implementing the Educational Plan including square footage, number of classrooms and layout of space

The following description, along with the accompanying building space program documents, outline the overall school program over a three-year period. Year one will accommodate 300 students for grades K-8. In year 1, there will also be 12 classrooms, a technology room/library, a staff room, multipurpose room/cafeteria, conference room, offices/reception area, and per code number of required bathrooms. In subsequent years 2 and 3, four (4) additional classrooms and two bathrooms will be added each year. In addition, in years 2 and 3 one office will be added in each of the two years. In year 2, a science laboratory and in year 3, possibly a theater room will be added, if the logistics of the facility allows for it.

A new facility will be organized such that additional classrooms and support spaces can be easily added in the future with minimal disruption to student activities and learning. This will probably take place during the summer break following the completion of each year.

The decision will be either to acquire an existing facility to save time and costs of initial capital outlay. If an existing facility cannot be obtained, then the facility will be constructed that and designed to add additional classroom spaces. All additions to space will be constructed during the summer break.

Projected Space Requirements – YEAR 1

Category	Quantity	Square feet for each room	Total Area for each category	Total Space Requirements
Classrooms	12	700	8400	
Technology Room/Library	1	1100	1100	
Staff Room	1	500	500	
Multipurpose/Kitchen/Cafeteria	1	3500	3500	
Conference Room	1	300	300	
Offices	3	300	900	
Bathrooms	4	150	600	
Total of above space	NA	11,100	15,300	
Hallways and Closet Space 10% of total above space	NA	10% of 15,300	1,530	
Total Space Requirement Year 1				16,830 sq ft

Projected Space Requirements – YEAR 2

Category	Quantity	Square feet for each room	Total Area for each category	Total Space Requirements
Classrooms	16	700	11,200	
Technology Room/Library	1	1100	1100	
Staff Room	1	500	500	
Multipurpose/Kitchen/Cafeteria	1	3500	3500	

Conference Room	1	300	300	
Offices	4	300	1200	
Bathrooms	6	150	900	
Total of above space	NA		18,700	
Hallways and Closet Space 10% of total above space	NA	10% of 18,700	1870.00	
Total Space Requirement Year 2				20,570.00 sq. ft

Projected Space Requirements – YEAR 3

Category	Quantity	Square feet for each room	Total Area for each category	Total Space Requirements
Classrooms	20	700	14,000	
Technology Room	1	500	500	
Library	1	600	600	
Gym	1	10000	10,000	
Staff Room	1	500	500	
Multipurpose/Kitchen/Cafeteria	1	3500	3500	
Conference Room	1	300	300	
Offices	5	300	1500	
Bathrooms	8	150	1200	
Total of above space	NA	17,500	32,100	
Hallways and Closet Space 10% of total above space	NA	10% of 30,900	3210	
Total Space Requirement Year 3				35,310.00 sq. ft

The lay out of space will include a secured entrance and the office spaces separate from the classrooms. The lay out of space includes 12 classrooms during the first year to 20 classrooms the third year in a two-story complex. At one end of the two-story complex will be the gym. There will be a courtyard surrounded by the classrooms. The playground will include climbing equipment and preferably jogging tracks and soccer field, which will be on one end of the campus, beyond the gym.

2. Describe the timeline for acquiring a suitable facility by the start date identified in Section 5.

The anticipated start date for the 2019 academic year is August 13, 2018. The timeline for obtaining the certificate of occupancy and acquiring a facility (both leased and new facility options) is as follows:

Leased Facility	
Property Search	August 1 - Oct 15, 2017
Execute Letter of Intent	Nov 15, 2017
Due Diligence	Nov 15, 2017 - Dec 15, 2017
Execute Lease	Jan 1, 2018 – Jan 31, 2018

Design + Permit	Feb 1, 2018 - May 1, 2018
Remodel-Tenant Improvement	May 1, 2018 - Jul 15, 2018
Receive Certificate of Occupancy	Jul 15, 2018
Teacher/Facility Move-in	Jul 22, 2018
School Starts	Aug 13, 2018

New Facility	
Property Search	August 1, 2017 – September 30, 2017
Due Diligence/Execute Contract	October 1, 2017 – October 31, 2017
Design + Permit	Oct 31, 2017 – February 15 , 2018
Facility Construction	Feb 15, 2018 - Jul 15, 2018
Receive Certificate of Occupancy	Jul 15, 2018
Teacher/Facility Move-in	Jul 15, 2018
School Starts	Aug 13, 2018

Target Population and Enrollment of New School Narrative

- 1. Describe the student population of the Replication Model School, including the demographic profile, academic performance of students entering the school, and distance travelled by current students.**

Demographic profile of replication model school

Self Development Academy – Mesa (SDA) has a diverse population with varied levels of economic status and ethnic representation. Because the school does not collect data for free/reduce meals, SDA is unable to report the economic demographics of its population. However, as indicated in the graph below, the ethnic composition of its students include 61% white, 22% Hispanics, 7% Asian, and 5% Black.

Academic performance of students entering the replication model school

The academic performance of students entering the replication model school is quite diverse, as indicated by the 2016 pass rates of the other schools nearby. Self Development has the highest pass rates in the area for 2016 in both Math and English Language Arts, with 86% passing in each. The next highest performing elementary school is Franklin at Brimhall Elementary. They have 84% passing in reading and 82% in math. They are the only other school given a “very high” rating by MapLit (<http://geo.azmag.gov/maps/readonaz/>) in the area. Of the 30 schools in the surrounding area, the average passing rate is 48% in reading and 46% in math. Seven of them are considered “high” with between 60% and 79% passing both tests, 11 are considered “medium” with between 40% and 59% passing both tests, 9 are considered “low” with between 20% and 39% passing both tests, and 2 are considered “very low” with fewer than 19% passing. Of these nearby schools, almost half of the schools (14) have a passing rate below 50% in reading and over half (16) have a pass rate below 50% in math.

In 2014, SDA was ranked as the third highest performing school in Maricopa County (Arizona Republic, August, 2014) and the top eighth highest performing school among all schools in Arizona (ADE). The website SchoolDigger ranked SDA 2nd in 2014, 5th in 2015, and 4th in 2016. Niche ranked SDA as #1 in the state and #2 in the Nation in early 2017.

Distance travelled of replication model school

Presently SDA serves about 460 students from Kindergarten to grade 8. The distance travelled by current students vary from two miles to 50 miles one way. A few students walk to school, while most of them are driven in cars to SDA in Mesa because the parents or guardians believe the school provides their children opportunities for future growth and well-being.

- 2. Identify the target population of the proposed school, demonstrating a clear understanding of the students the school intends to serve, including a demographic profile; current levels of academic performance; whether the students will be primarily neighborhood or commuter; and, how the target population differs from the Replication Model School**

Students population and demographic profile

The student population is diverse compared to the immediate surrounding areas.

Although Non-Hispanic whites comprise a 69.5% portion of the population, the Hispanic population accounts for a sizeable portion as well. In fact, over one in five persons in that district are Hispanicⁱ. This is the largest minority group in the area, as blacks comprise 4.5%, Asians-1.9%, and Mixed-1.4%. Sensitivities to Hispanic enrollment will be important as the largest concentrations of the population seem to be at the younger ages: from 0-14. Our school, which will be located on Ellsworth between Ray and Pecos has the strongest concentrations of Hispanicsⁱⁱ.

Current Levels of Academic Performance:

QCUSD has a fairly high academic performance level. They receive mostly A ratings, except for one high school, which received a B. QCUSD’s performance actually bests the performance of its neighbor district—

Gilbert, which received a B, as did most of its schools. While QCUSD may be highly performing, nearby districts are not as strong, evincing the need for more high quality, high performing charter schoolsⁱⁱⁱ. For instance, nearby is the K-6 Ellsworth Elementary School, in Pinal County which has a C Rating. Only 29% of the 3rd graders are proficient in reading^{iv}. Down the street from Ellsworth Elementary is J.O. Combs Middle School, serving 7th and 8th graders, which also has a C rating^v. Only 9% of the 8th graders were proficient at Math^{vi}. There are fifteen C rated schools in LD-16 and one D Rated School in Legislative District 16^{vii}. Three C-rated schools and the D rated school are all within the proximity of the projected location of our school. Moreover, the effective overall rating remains low due to the fact that the 7 A-Ratings within an approximately five mile radius are mitigated by the nine B-Rankings. Further the highest concentrations of students without a high school diploma^{viii} and those with only a high school diploma^{ix} are within the immediate vicinity of the location of the proposed Self Development Eastmark Academy.

Neighborhood and Commuter Students:

SDE is addressing the community's need for a high academically performing school. The focus of the school will be to enroll students from the neighboring community. A percent of students may be commuter students whose parents may wish to drive their children to and from the school to provide them with opportunities for a good education. The new school will explore options for the supervision of students walking to and from school. Because the focus of the school is to draw students from the immediate neighborhood, some students may be able to ride their bikes or walk to school. Identifying safe routes to school is a pressing need for this group of students.

How the Target population of the proposed to is similar or different from the student population in the replication model school:

The target population of the SDE is similar to the replication model of SDA in Mesa. The schools in Mesa is diverse and has approximately 21% Hispanic students and 5% Blacks, which is higher than the adjacent area in Mesa but similar to the proposed site in Eastmark. The whites are a majority which is also true for the target population.

3. Description of how the Charter Holder will meet the identified enrollment targets

Self Development Academy did a market analysis of the target area and determined that LD-16, and Queen Creek Unified School District in general, are experiencing an explosion of development and enrollment. There were 7,500 housing unit permits approved over the last 10 years, with 1,800 of them approved in 2015/16 alone. School enrollment has been on a steady rise. In 2016 alone, enrollment increased by 820 students, 118 more than last years' projections^x and has increased by 40% since August 2012.

Advertising and Promotion Plan:

The successful enrollment of the projected student is directly linked to Self Development Academy's marketing approach. By bringing to awareness the community's need to demand high-level of academic rigor for their students and high expectations for student performance will create a need for better educational opportunities for community's students. SDE's unique focus on individual students and sensitivity to the local culture will result in successful enrollment. By offering students increasingly challenging course material and building their self-efficacy, SDE will inspire students to succeed in school, college, and in life. Community relationship and on-going communication with the families will promote recruitment and support retention.

Advertising in social media, the local newspaper, word of mouth, Open Houses, and participation in community festivities will serve as means to make people aware of the school coming in the neighborhood. Mass mailings of postcards to real estate agents and local residence are a part of the promotion plan.

Timeline:

Extensive marketing for the new school will begin in the fall of 2017. School leaders will visit local churches, community gathering centers, and walk the neighborhoods informing families of the opening of a new school. The enrollment information will be disseminated between October and December 2017. Enrollment will begin in January of 2018. For the SY 2018-2019, the open enrollment period will be between January 5 and March 23, 2018. If needed, the lottery will be conducted on April 16, 2018.

4. Describe the fair and equitable enrollment procedures and policies compliant with A.R.S. § 15-184.

As per **A.R.S. § 15-184** SDA in Mesa enrolls all eligible pupils who submit a timely application, unless the number of applications exceeds the capacity of a program, class, grade level or building.

Waitlist:

SDA in Mesa announces its enrollment period between mid-January and mid-March in the local newspapers, website, and school's marquee. Because it is a new school to the area and will expand each year by 100 students, SDE does not anticipate having a waitlist the first three years of its operation. Once the classes are full, students are placed on wait-list based on their application dates, using a first come, first serve approach. As openings occur, the individual first on the waitlist is contacted. If the individual is not interested, then the next person on the waitlist is contacted. Because the school has been in operation for several years now and its enrollment procedures are well-known in the community, members in the community who are interested in enrolling their children contact the school and put their names on wait-list or contact the school during the open enrollment period. There has not been a need for conducting a lottery for student enrollment. SDA in Mesa follows all regulations per **A.R.S. § 15-184**.

Lottery Policy:

Under the supervisions of the Governing Board of SDE, the lottery will be held on a specified day. The name and grade of each eligible student will be written on a plain piece of paper and placed in a container for random selection. In the presence of the Governing Board, a member or a designee will withdraw pieces of paper one at a time, numbered sequentially, and generating a lottery list. Once all the names of eligible applicants in the lottery have been randomly selected and numbered, the generated list will specify the order of enrollment. Open seats in the classroom will be filled from the enrollment list. The numbered names will be chronologically assigned to the open spaces in the appropriate grade. For example, the first name on the list will be assigned to the first space in the appropriate grade. The applicant will be allowed to enroll in a designated grade based on the availability of a space in the student's grade. Placement of students is contingent upon the applicant's order on the enrollment list and on the number of openings in each grade.

Once all available classroom spaces are filled, the remaining eligible applicants will be put on a waiting list for each grade in the same order as the enrollment list. Any new applicants will be added in order in which the applications are received.

ⁱ <http://statisticalatlas.com/school-district/Arizona/Queen-Creek-Unified-District/Race-and-Ethnicity>

ⁱⁱⁱ http://educationevaluator.org/advanced-search/?search-by-school-name=&search-by-zip-code=&a-to-f-letter-grade=&advanced_city=&legislative-district=16&congressional-district=&price_low=0&price_max=4200

^{iv} <http://educationevaluator.org/properties/ellsworth-elementary-school/>

^v <http://educationevaluator.org/properties/j-o-combs-middle-school/>

^{vi} *Ibid.*

^{vii} *Ibid.*

^{viii}

^x Applied Economics, 2016.

**MINUTES OF MEETING OF BOARD OF DIRECTORS
OF SELF DEVELOPMENT CHARTER SCHOOL dba SELF DEVELOPMENT
ACADEMY, MESA, ARIZONA**

April 26, 2017

7:30 am

The meeting of the Board of Directors of Self Development Charter School dba Self Development Academy was held at 1709 N. Greenfield Road in Mesa, Arizona, on the 26th of April, 2017 at 7:30 am. Having posted this notice on April 24, 2017 at the school's website and the physical site, the School properly noticed this Meeting pursuant to A.R.S. § 38-431.02 and shall make these minutes open to public inspection pursuant to A.R.S. § 38-431.01.

1. Attendance. The following directors of the Corporation were present:

- Anjum Majeed/President
 - Asif Majeed/Vice President
 - Vernetta Madsen, Board Member
 - Rachel Hunt, Board Member
-
- Presiding Officers and Quorum. Anjum Majeed called the meeting to order and acted as the Chair of the meeting. The Chair announced that a quorum of the directors was present, and that the meeting, having been duly convened, was ready to proceed with its business.
 - Call to the Public. Seeing no members of the public present, the Board proceeded to consider its business (Open to the Public, none present).

2. Discussion and Approval of Replication Application for New Site

The board discussed submitting the replication application to Arizona State Board for Charter Schools to open one or more new sites.

A motion was made by Vernetta Madsen and seconded by Rachel Hunt to approve the request to submit the replication application to Arizona State Board for Charter Schools to open one or more new sites. The policy was approved unanimously and was passed.

3. School Report

The current enrollment FTE, 429 students, was discussed. Current enrollment and enrollment for the upcoming school year are going well.

4. Old Business

None to Discuss.

5. New Business

None to Discuss.

6. Adjournment

A motion was made by Rachel Hunt and seconded by Vernetta Madsen. The meeting was adjourned at 8:15 am.

Arizona State Board for Charter Schools

Enrollment Matrix

Complete the table to provide the target enrollment, indicating the timeline for the proposed school.

Directions*:

- In each box under the “Number of Students” columns, identify the number of students served per grade for the first three fiscal years the proposed school will be in operation.
- In the “Total Enrollment” row, provide the total enrollment for each fiscal year.



Proposed School Name: Self Development Eastmark Academy			
	Number of Students		
Grade Level	Target—FY18-19_	Target—FY19-20__	Target—FY20-21_
Kindergarten	50	50	.75

1 st	45	.50	.75
2 nd	45	50	75
3 rd	40	.50	.50
4 th	25	..50	.50
5 th	25	50	50
6 th	25	.35	.50
7 th	25	..35	.45
8 th	20	30	30
9 th		.	.
10 th		..	.
11 th			
12 th		.	.
Total Enrollment	300	400	.500





Arizona State Board for Charter Schools Staffing Chart

Complete the table to provide the anticipated staffing for the proposed school.

Directions*:

- In each box under the "Number of Staff Members" columns, identify the number of staff members for each position/category for the first three fiscal years the school will be in operation.

Proposed School Name: <u>Self Development Eastmark Academy</u>			
Position	Number of Staff Members		
	Anticipated—FY19	Anticipated—FY20	Anticipated—FY21
Administration	2	3	3
Teachers/Instructional Staff			
Kindergarten	2	3	3
1 st	2	2	3
2 nd	2	2	3
3 rd	2	3	3
4 th	1	2	2
5 th	1	2	2
6 th	1	2	2
7 th	1	2	2
8 th	1	2	2
9 th		2	2
10 th			
11 th			
12 th			
Specialty Staff (Music, Art, PE, etc.)	1.5	2.5	3
Special Education	1	1.5	2
Paraprofessional	2	3	4
Additional Staff			
List title: <u>Book keeper/Student Record</u>	.5	1	1.5
List title: <u>Lunch</u>	1	1.5	2
List title:			
List title:			
Total Number of Staff Members	21	32.5	36.5