



Arizona State Board for Charter Schools
2010-2011 Application
Appendices
Part 3 of 3

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Terms to Know

Additional Revenue – Copies of approved loan applications on file with lending institutions, notarized letters from angel investors, notarized notes payable, Attachment G, etc. Documentation that supports any specified revenue, in addition to equalization payments, must be provided. **This may not include projected or anticipated receipt of any grant/stimulus funds.**

Advisory Review – Opportunity for applicant to meet with individuals with charter school experience to discuss the application being created.

Applicant – The applicant may be a public body, private person, or private organization (A.R.S. 15-183.C).

Application – The Board-approved forms and instructions for a stated fiscal year, which are available online and in writing.

Application Package – the application, narrative, and documents described in the application.

Authorized Representative – An individual with the power to bind a charter holder contractually according to the charter applicant's articles of incorporation, operating agreement, or by-laws. This individual would be the primary point-of-contact for communications regarding the application and presentation.

Background, Fingerprint and Credit Check – Employment and education history, DPS, FBI, and personal credit history of individual.

Board – The Arizona State Board for Charter Schools.

Charter Contract – A legally binding agreement between the Arizona State Board for Charter Schools and an approved applicant. A sample contract may be viewed at <http://www.asbcs.state.az.us/asbcs/ApplicantRes.asp>.

Fingerprint Clearance Card – Issued by DPS to an individual. Valid Fingerprint Clearance Card or a copy of an Application for a Fingerprint Clearance Card currently in process at DPS must be included in the application. Pursuant to statute, all applicants must have a Fingerprint Clearance Card prior to the issuance of a charter. (Note: If a copy of the Application for a Fingerprint Clearance Card is included in the Charter Application, it is the responsibility of the individual to provide a copy of the card to the Board when it is received.) Applications will not be forwarded to the Board until copies of all required fingerprint clearance cards have been received.

Principals – The officers, members, partners, or board of an applicant.

Curriculum Sample – The following components constitute a complete curriculum sample:

- List of all the Strand(s), Concept(s), and Performance Objective(s) of the Arizona State Academic Standards evaluated in the assessment and how it was to be demonstrated. This may be incorporated into a rubric.
- An account of what a teacher will do to facilitate the learning up to the time of the summative assessment. This must include a timeline, key points presented, and resources needed.
- A description and timeline of all activities that the student will complete up to the time of the summative assessment and materials needed.
- A copy of a summative assessment
- Scoring rubric for the assessment.

Elaboration – Extensive detail. Creates a clear picture.

Equalization Payment – A monthly apportionment distributed to the school based on current year enrollment/attendance.

Facilitate the learning – strategies that align with the focus of the charter. Examples would include modeling, guided practice, etc.

Governing Body – Responsible for the policy decisions of the school. This may or may not be the same as the members of the corporate organization.

Prospective Applicant Workshop – Scheduled workshops prior to the application deadline where an applicant could receive technical assistance for completion of the charter application.

Rule – Agency statement of general applicability that implements, interprets or prescribes law or policy, or describes the procedure or practice requirements of an agency.

Secured Revenue – Verifiable proof of available funding, Attachment G. Availability of revenue will be confirmed for determination of administrative completeness and again before the application package is considered by the Board.

Special Emphasis – A particular focus of a school that is reflected throughout the program of instruction, (i.e. an arts school that integrates the arts throughout the curriculum and is reflected in the curricular sample; a school-to-work program that incorporates information about various occupations, the training to work in those areas, the workplace skills standards, and the academic program of the school, all of which would be reflected in the graduation requirements; a community-based program that is supported with community representation within the organizational structure, assessments related to the community, and a financial plan that supports students within the community (field trips, etc.)).

State Academic Standards – The State Board of Education adopted the Arizona Academic Standards to be incorporated into curricular and instructional practices. The standards may be downloaded from <http://www.ade.az.gov/standards/contentstandards.asp>.

Scoring rubric (curriculum sample) – A tool used to evaluate a student’s performance. The tool must include a description of the components to be scored and the criteria required to demonstrate mastery.

Sufficiently Qualified – A Board determination that an applicant’s experience, qualifications, current and prior charter compliance, background check and creditworthiness indicate an ability to operate a charter school.

Summative assessment - Cumulative and comprehensive activity for a particular theme, unit, chapter, novel, etc. Activity requires student to demonstrate proficiency and documents alignment to the State Standards. This could be a pencil/paper test, a description and criteria for a writing assignment to be included in a portfolio, a description and criteria for a performance project, etc. A scoring rubric or answer key with mastery requirements must be included.

Technical Review Panel – Individuals approved and acting on behalf of the Board who use their expertise in charter school development, curriculum, and finance to evaluate a preliminary application package.

Unit – A complete course of study for a particular theme, chapter, novel, etc. The timeframes for individual units may vary depending upon the complexity of the unit.

Scoring Rubric

The scoring criteria are included in the application for the applicants' review and consideration when providing information within the application package. Preliminary application packages that do not meet the scoring requirements will have an opportunity to be revised and resubmitted. Final determination of the approval of a charter is within the Board's sole discretion.

Each application package will be scored based on the inclusion of all elements required within each individual scoring area. Special attention should be paid to the **bolded** words within the scoring area. Scorer will make the determination as to whether the information:

FALLS BELOW THE EXPECTATION – the application does not provide any of the requested elements.

APPROACHES THE EXPECTATION – the application may include some of the requested elements, but does not include ALL the elements.

MEETS THE EXPECTATION – the application provides all of the requested elements.

EXCEEDS THE EXPECTATION – the application provides all the requested elements and additional elaboration is included.

1.0	Comprehensive Program of Instruction
Section 1.1	Comprehensive Program of Instruction – Curricular Emphasis
1.1a	K-8 Needs Analysis narrative provides an explanation of need within the selected community and includes a description of the community, identification of the target population, and an explanation of how the community will benefit from the school.
1.1b	K-8 educational philosophy identifies principles or concepts fundamental to the school's proposed instructional strategies.
1.1c	K-8 Method(s) of instruction identified are described , support the philosophy and include the rationale for using such methods with the targeted population.
1.1d	K-8 Methods of assessment narrative identifies the methods to be used, reflects the philosophy and method(s) of instruction, and includes a discussion of how school will monitor academic achievement and how those assessments will guide instructional decisions.
1.1e	K-8 Remediation plan includes criteria for when remediation will occur, who needs it, and how it will be implemented.
1.1f	K-8 Promotion and retention plan identifies the criteria for how the school will determine grade promotion and retention. The criteria identified must include proficiency levels for academic subject areas and other criteria that the school will use to determine promotion and retention.
1.1g	K-8 Class size described supports the methods of instruction, the target population, and the facility described on Attachment C.
1.1h	9-12 Needs Analysis narrative provides an explanation of need within the selected community and includes a description of the community, identification of the target population, and an explanation of how the community will benefit from the school.
1.1i	9-12 Educational philosophy identifies principles or concepts fundamental to the school's proposed instructional strategies.
1.1j	9-12 Method(s) of instruction identified are described including the rationale for using such methods with the targeted population.
1.1k	9-12 Methods of assessment narrative identifies the methods to be used, reflects the philosophy and method(s) of instruction, and includes a discussion of how school will monitor academic achievement and how those assessments will guide instructional decisions. .

1.1l	9-12 Remediation plan includes criteria for when remediation will occur, who needs it and how it will be implemented.
1.1m	9-12 Course completion and transfer credit acceptance plan identifies the criteria for how a school will determine course completion . The criteria identified must include proficiency levels for the academic subjects and the criteria the school will use to determine course completion. The transfer credit acceptance plan must identify the steps involved in evaluating and accepting transfer credits and must be aligned to state regulations.
1.1n	9-12 Class size described supports the methods of instruction, the target population, and the facility described on Attachment C.
Section 1.2	Comprehensive Program of Instruction –Strategic Planning
1.2a	K-8 Student Achievement Goals are performance-based, specific, measurable, attainable, and timely .
1.2b	K-8 Action steps to accomplish and monitor each accompanied goal must identify the steps for how the goal will be reached, how the progress will be monitored (benchmarks), and a process for the evaluation and revision of the goal over time.
1.2c	9-12 Student achievement goals are performance-based, specific, measurable, attainable, and timely .
1.2d	9-12 Strategic steps to accomplish and monitor each accompanied goal must identify the steps for how the goal will be reached, how the progress will be monitored (benchmarks), and a process for the evaluation and revision of the goal over time.
Section 1.3	Comprehensive Program of Instruction – Curriculum Sample
Section 1.3K	Kindergarten
1.3Ka	The Strands, Concepts, and Performance Objectives of the State Academic Standards being assessed for each subject area are identified and are appropriate for the grade level .
1.3Kb	Instruction also aligns with the performance objectives identified in the assessment . A reasonable timeline for the instruction is provided along with the necessary resources to implement the instruction. Instruction for each subject area described aligns with the methods of instruction provided in the Curricular Emphasis narrative.
1.3Kc	Student Activities for each subject area correspond to the teacher instruction provided. Student activities provide a reasonable and logical progression (timeline) to the assessment . Activities align with the performance objectives identified in the assessment . A list of the required materials to complete each activity is provided .
1.3Kd	Each subject area assessment is summative , aligns with the methods of assessment described in the Curricular Emphasis narrative and the assessment provides each student an opportunity to demonstrate proficiency of the identified Performance Objectives .
1.3Ke	The scoring rubric for each assessment includes a description of the components (with identified Performance Objectives) to be scored and the criteria required to demonstrate mastery .
Section 1.3.1	First Grade
1.3.1a	The Strands, Concepts, and Performance Objectives of the State Academic Standards being assessed for each subject area are identified and are appropriate for the grade level .
1.3.1b	Instruction also aligns with the performance objectives identified in the assessment . A reasonable timeline for the instruction is provided along with the necessary resources to implement the instruction. Instruction for each subject area described aligns with the methods of instruction provided in the Curricular Emphasis narrative.
1.3.1c	Student Activities for each subject area correspond to the teacher instruction provided. Student activities provide a reasonable and logical progression (timeline) to the assessment . Activities align with the performance objectives identified in the assessment . A list of the required materials to complete each activity is provided .

1.3.1d	Each subject area assessment is summative , aligns with the methods of assessment described in the Curricular Emphasis narrative and the assessment provides each student an opportunity to demonstrate proficiency of the identified Performance Objectives .
1.3.1e	The scoring rubric for each assessment includes a description of the components (with identified Performance Objectives) to be scored and the criteria required to demonstrate mastery .
Section 1.3.2	Second Grade
1.3.2a	The Strands, Concepts, and Performance Objectives of the State Academic Standards being assessed for each subject area are identified and are appropriate for the grade level .
1.3.2b	Instruction also aligns with the performance objectives identified in the assessment . A reasonable timeline for the instruction is provided along with the necessary resources to implement the instruction. Instruction for each subject area described aligns with the methods of instruction provided in the Curricular Emphasis narrative.
1.3.2c	Student Activities for each subject area correspond to the teacher instruction provided. Student activities provide a reasonable and logical progression (timeline) to the assessment . Activities align with the performance objectives identified in the assessment . A list of the required materials to complete each activity is provided .
1.3.2d	Each subject area assessment is summative , aligns with the methods of assessment described in the Curricular Emphasis narrative and the assessment provides each student an opportunity to demonstrate proficiency of the identified Performance Objectives .
1.3.2e	The scoring rubric for each assessment includes a description of the components (with identified Performance Objectives) to be scored and the criteria required to demonstrate mastery .
Section 1.3.3	Third Grade
1.3.3a	The Strands, Concepts, and Performance Objectives of the State Academic Standards being assessed for each subject area are identified and are appropriate for the grade level .
1.3.3b	Instruction also aligns with the performance objectives identified in the assessment . A reasonable timeline for the instruction is provided along with the necessary resources to implement the instruction. Instruction for each subject area described aligns with the methods of instruction provided in the Curricular Emphasis narrative.
1.3.3c	Student Activities for each subject area correspond to the teacher instruction provided. Student activities provide a reasonable and logical progression (timeline) to the assessment . Activities align with the performance objectives identified in the assessment . A list of the required materials to complete each activity is provided .
1.3.3d	Each subject area assessment is summative , aligns with the methods of assessment described in the Curricular Emphasis narrative and the assessment provides each student an opportunity to demonstrate proficiency of the identified Performance Objectives .
1.3.3e	The scoring rubric for each assessment includes a description of the components (with identified Performance Objectives) to be scored and the criteria required to demonstrate mastery .
Section 1.3.4	Fourth Grade
1.3.4a	The Strands, Concepts, and Performance Objectives of the State Academic Standards being assessed for each subject area are identified and are appropriate for the grade level .
1.3.4b	Instruction also aligns with the performance objectives identified in the assessment . A reasonable timeline for the instruction is provided along with the necessary resources to implement the instruction. Instruction for each subject area described aligns with the methods of instruction provided in the Curricular Emphasis narrative.

1.3.4c	Student Activities for each subject area correspond to the teacher instruction provided. Student activities provide a reasonable and logical progression (timeline) to the assessment . Activities align with the performance objectives identified in the assessment . A list of the required materials to complete each activity is provided .
1.3.4d	Each subject area assessment is summative , aligns with the methods of assessment described in the Curricular Emphasis narrative and the assessment provides each student an opportunity to demonstrate proficiency of the identified Performance Objectives .
1.3.4e	The scoring rubric for each assessment includes a description of the components (with identified Performance Objectives) to be scored and the criteria required to demonstrate mastery .
Section 1.3.5	Fifth Grade
1.3.5a	The Strands, Concepts, and Performance Objectives of the State Academic Standards being assessed for each subject area are identified and are appropriate for the grade level .
1.3.5b	Instruction also aligns with the performance objectives identified in the assessment . A reasonable timeline for the instruction is provided along with the necessary resources to implement the instruction. Instruction for each subject area described aligns with the methods of instruction provided in the Curricular Emphasis narrative.
1.3.5c	Student Activities for each subject area correspond to the teacher instruction provided. Student activities provide a reasonable and logical progression (timeline) to the assessment . Activities align with the performance objectives identified in the assessment . A list of the required materials to complete each activity is provided .
1.3.5d	Each subject area assessment is summative , aligns with the methods of assessment described in the Curricular Emphasis narrative and the assessment provides each student an opportunity to demonstrate proficiency of the identified Performance Objectives .
1.3.5e	The scoring rubric for each assessment includes a description of the components (with identified Performance Objectives) to be scored and the criteria required to demonstrate mastery .
Section 1.3.6	Sixth Grade
1.3.6a	The Strands, Concepts, and Performance Objectives of the State Academic Standards being assessed for each subject area are identified and are appropriate for the grade level .
1.3.6b	Instruction also aligns with the performance objectives identified in the assessment . A reasonable timeline for the instruction is provided along with the necessary resources to implement the instruction. Instruction for each subject area described aligns with the methods of instruction provided in the Curricular Emphasis narrative.
1.3.6c	Student Activities for each subject area correspond to the teacher instruction provided. Student activities provide a reasonable and logical progression (timeline) to the assessment . Activities align with the performance objectives identified in the assessment . A list of the required materials to complete each activity is provided .
1.3.6d	Each subject area assessment is summative , aligns with the methods of assessment described in the Curricular Emphasis narrative and the assessment provides each student an opportunity to demonstrate proficiency of the identified Performance Objectives .
1.3.6e	The scoring rubric for each assessment includes a description of the components (with identified Performance Objectives) to be scored and the criteria required to demonstrate mastery .
Section 1.3.7	Seventh Grade
1.3.7a	The Strands, Concepts, and Performance Objectives of the State Academic Standards being assessed for each subject area are identified and are appropriate for the grade level .

1.3.7b	Instruction also aligns with the performance objectives identified in the assessment . A reasonable timeline for the instruction is provided along with the necessary resources to implement the instruction. Instruction for each subject area described aligns with the methods of instruction provided in the Curricular Emphasis narrative.
1.3.7c	Student Activities for each subject area correspond to the teacher instruction provided. Student activities provide a reasonable and logical progression (timeline) to the assessment . Activities align with the performance objectives identified in the assessment . A list of the required materials to complete each activity is provided .
1.3.7d	Each subject area assessment is summative , aligns with the methods of assessment described in the Curricular Emphasis narrative and the assessment provides each student an opportunity to demonstrate proficiency of the identified Performance Objectives .
1.3.7e	The scoring rubric for each assessment includes a description of the components (with identified Performance Objectives) to be scored and the criteria required to demonstrate mastery .
Section 1.3.8	Eighth Grade
1.3.8a	The Strands, Concepts, and Performance Objectives of the State Academic Standards being assessed for each subject area are identified and are appropriate for the grade level .
1.3.8b	Instruction also aligns with the performance objectives identified in the assessment . A reasonable timeline for the instruction is provided along with the necessary resources to implement the instruction. Instruction for each subject area described aligns with the methods of instruction provided in the Curricular Emphasis narrative.
1.3.8c	Student Activities for each subject area correspond to the teacher instruction provided. Student activities provide a reasonable and logical progression (timeline) to the assessment . Activities align with the performance objectives identified in the assessment . A list of the required materials to complete each activity is provided .
1.3.8d	Each subject area assessment is summative , aligns with the methods of assessment described in the Curricular Emphasis narrative and the assessment provides each student an opportunity to demonstrate proficiency of the identified Performance Objectives .
1.3.8e	The scoring rubric for each assessment includes a description of the components (with identified Performance Objectives) to be scored and the criteria required to demonstrate mastery .
Section 1.3.9	Ninth Grade Reading and Writing
1.3.9a	The Strands, Concepts, and Performance Objectives of the State Academic Standards being assessed for each subject area are identified and are appropriate for the grade level .
1.3.9b	Instruction also aligns with the performance objectives identified in the assessment . A reasonable timeline for the instruction is provided along with the necessary resources to implement the instruction. Instruction for each subject area described aligns with the methods of instruction provided in the Curricular Emphasis narrative.
1.3.9c	Student Activities for each subject area correspond to the teacher instruction provided. Student activities provide a reasonable and logical progression (timeline) to the assessment . Activities align with the performance objectives identified in the assessment . A list of the required materials to complete each activity is provided .
1.3.9d	Each subject area assessment is summative , aligns with the methods of assessment described in the Curricular Emphasis narrative and the assessment provides each student an opportunity to demonstrate proficiency of the identified Performance Objectives .
1.3.9e	The scoring rubric for each assessment includes a description of the components (with identified Performance Objectives) to be scored and the criteria required to demonstrate mastery .

Section 1.3.10	Tenth Grade Reading and Writing
1.3.10a	The Strands, Concepts, and Performance Objectives of the State Academic Standards being assessed for each subject area are identified and are appropriate for the grade level .
1.3.10b	Instruction also aligns with the performance objectives identified in the assessment . A reasonable timeline for the instruction is provided along with the necessary resources to implement the instruction. Instruction for each subject area described aligns with the methods of instruction provided in the Curricular Emphasis narrative.
1.3.10c	Student Activities for each subject area correspond to the teacher instruction provided. Student activities provide a reasonable and logical progression (timeline) to the assessment . Activities align with the performance objectives identified in the assessment . A list of the required materials to complete each activity is provided .
1.3.10d	Each subject area assessment is summative , aligns with the methods of assessment described in the Curricular Emphasis narrative and the assessment provides each student an opportunity to demonstrate proficiency of the identified Performance Objectives .
1.3.10e	The scoring rubric for each assessment includes a description of the components (with identified Performance Objectives) to be scored and the criteria required to demonstrate mastery .
Section 1.3.11	Eleventh Grade Reading and Writing
1.3.11a	The Strands, Concepts, and Performance Objectives of the State Academic Standards being assessed for each subject area are identified and are appropriate for the grade level .
1.3.11b	Instruction also aligns with the performance objectives identified in the assessment . A reasonable timeline for the instruction is provided along with the necessary resources to implement the instruction. Instruction for each subject area described aligns with the methods of instruction provided in the Curricular Emphasis narrative.
1.3.11c	Student Activities for each subject area correspond to the teacher instruction provided. Student activities provide a reasonable and logical progression (timeline) to the assessment . Activities align with the performance objectives identified in the assessment . A list of the required materials to complete each activity is provided .
1.3.11d	Each subject area assessment is summative , aligns with the methods of assessment described in the Curricular Emphasis narrative and the assessment provides each student an opportunity to demonstrate proficiency of the identified Performance Objectives .
1.3.11e	The scoring rubric for each assessment includes a description of the components (with identified Performance Objectives) to be scored and the criteria required to demonstrate mastery .
Section 1.3.12	Twelfth Grade Reading and Writing
1.3.12a	The Strands, Concepts, and Performance Objectives of the State Academic Standards being assessed for each subject area are identified and are appropriate for the grade level .
1.3.12b	Instruction also aligns with the performance objectives identified in the assessment . A reasonable timeline for the instruction is provided along with the necessary resources to implement the instruction. Instruction for each subject area described aligns with the methods of instruction provided in the Curricular Emphasis narrative.
1.3.12c	Student Activities for each subject area correspond to the teacher instruction provided. Student activities provide a reasonable and logical progression (timeline) to the assessment . Activities align with the performance objectives identified in the assessment . A list of the required materials to complete each activity is provided .

1.3.12d	Each subject area assessment is summative , aligns with the methods of assessment described in the Curricular Emphasis narrative and the assessment provides each student an opportunity to demonstrate proficiency of the identified Performance Objectives .
1.3.12e	The scoring rubric for each assessment includes a description of the components (with identified Performance Objectives) to be scored and the criteria required to demonstrate mastery .
Section 1.3HSM	High School Math
1.3HSMa	The Strands, Concepts, and Performance Objectives of the State Academic Standards being assessed for each subject area are identified and are appropriate for the grade level .
1.3HSMb	Instruction also aligns with the performance objectives identified in the assessment . A reasonable timeline for the instruction is provided along with the necessary resources to implement the instruction. Instruction for each subject area described aligns with the methods of instruction provided in the Curricular Emphasis narrative.
1.3HSMc	Student Activities for each subject area correspond to the teacher instruction provided. Student activities provide a reasonable and logical progression (timeline) to the assessment . Activities align with the performance objectives identified in the assessment . A list of the required materials to complete each activity is provided .
1.3HSMd	Each subject area assessment is summative , aligns with the methods of assessment described in the Curricular Emphasis narrative and the assessment provides each student an opportunity to demonstrate proficiency of the identified Performance Objectives .
1.3HSMe	The scoring rubric for each assessment includes a description of the components (with identified Performance Objectives) to be scored and the criteria required to demonstrate mastery .
Section 1.3HSS	High School Science
1.3HSSa	The Strands, Concepts, and Performance Objectives of the State Academic Standards being assessed for each subject area are identified and are appropriate for the grade level .
1.3HSSb	Instruction also aligns with the performance objectives identified in the assessment . A reasonable timeline for the instruction is provided along with the necessary resources to implement the instruction. Instruction for each subject area described aligns with the methods of instruction provided in the Curricular Emphasis narrative.
1.3HSSc	Student Activities for each subject area correspond to the teacher instruction provided. Student activities provide a reasonable and logical progression (timeline) to the assessment . Activities align with the performance objectives identified in the assessment . A list of the required materials to complete each activity is provided .
1.3HSSd	Each subject area assessment is summative , aligns with the methods of assessment described in the Curricular Emphasis narrative and the assessment provides each student an opportunity to demonstrate proficiency of the identified Performance Objectives .
1.3HSSe	The scoring rubric for each assessment includes a description of the components (with identified Performance Objectives) to be scored and the criteria required to demonstrate mastery .
Section 1.4	Comprehensive Program of Instruction –Monitoring
1.4a	The professional development plan includes how it will assist in meeting student academic needs. The plan must include how and when the program of instruction will be presented to teachers.
1.4b	A description of an administrative plan for monitoring the integration of State Academic Standards into instruction is provided. The description must include how and when the teachers will be monitored.

1.4c	A description of a plan to be used by teachers for monitoring and documenting student proficiency in performance objectives is provided. The description must include how and when monitoring will occur throughout the school year as well as how the results will impact curricular decisions.
Section 1.5	Comprehensive Program of Instruction – Special Education
1.5a	The application indicates the school will provide special education services to qualifying students.
1.5b	The application specifically describes the placement options the school is prepared to offer students with disabilities on the campus and provides the rationale for those options.
1.5c	The training of staff that will be required to implement such placement options and the personnel and resources that will be utilized to implement the option(s) described.
1.5d	The application demonstrates an understanding of the financial responsibility for a placement beyond what the school is prepared to offer students with disabilities on the school campus and describes a plan for securing such placement.
1.5e	A description of the duties and qualifications of those providing the services is included along with an indication as to whether special education services will be provided in-house or by contracted services is provided.
1.5f	A market study of the cost of providing the services and related services is included. The market study is representative of the target area.
2.0	Detailed Business Plan
Section 2.1	Detailed Business Plan – Business Description
2.1a	The narrative describes the type of organization and the date it was organized. The organization’s history , board development , along with any licenses, permits , (i.e. 501c3, EIN, etc.) that have been obtained are discussed.
2.1b	The information in the narrative is consistent with the articles of incorporation , or other appropriate legal documentation included in the application, and information presented on the Title Pages of this application including the Form of Organization and membership .
Section 2.2	Detailed Business Plan – Organizational Structure
2.2a	Corporate Principal(s) and Authorized Representative(s) are identified , highlighting the significance of the individual or the skill set each contributes to the organization making the application including, but not limited too, experience in elementary/secondary education, business operation, and financial management .
2.2b	Discussion includes the areas , if any, that may require the principals to seek expertise outside the organizational structure .
Section 2.3	Detailed Business Structure – Business Structure Filings
2.3a	The most recent Annual Report, Articles of Incorporation/Organization, By-laws/Operating Agreement, documentation giving the applicant the authorization to apply and/or documentation detailing governance and accountability of the charter school are consistent with the all contents of the application package.
Section 2.4	Detailed Business Plan - Governance Structure
2.4a	The organizational chart and narrative reflects the operation and proposed reporting structure within the organization.
2.4b	The communication chart and narrative is consistent with the content of the application package and represents the flow of information for all stakeholders (i.e. parents, community members, students).

2.4c	Discussion includes a clear description of the role and responsibilities of the corporate/organizational board .
2.4d	Discussion includes a clear description of the role, responsibilities, and mandated obligations of the school's governing body . Discussion includes how the make-up of both the principals and the body described will comply with the open meeting law .
2.4e	Provide a narrative that describes governing body member recruitment and development . Include the training/orientation process that will be provided to all school governing body members.
Section 2.5	Detailed Business Plan – Market Study
2.5a	Market analysis includes identification of the target market area, a description of the need for a school in that target market, identification of the number of students within the proposed grade levels , and the market's growth rate .
2.5b	Discussion of Advertising/Promotion plans to include how parents/customers will be attracted to your school and the costs to implement your plan. Discussion must include how costs were determined.
Section 2.6	Detailed Business Plan – Facilities
2.6a	The description of the facility necessary to implement the program described includes the square footage needed, the number of classrooms needed, the actual location and a layout of the physical space .
2.6b	The applicant provides documentation on the number of suitable facilities available in the target market, the costs associated with securing the facility, and the costs associated with ensuring compliance with all applicable laws and regulations. Costs must be reflected in the organization's Start-Up Budget.
Section 2.7	Detailed Business Plan – Academic Program Schedule
2.7a	A school calendar is provided that includes total number of days of instruction for the school year, planned holidays, other days off and planned half days .
2.7b	A weekly schedule is provided that demonstrates compliance with hours/minutes of instruction per week for each grade level served as described in ARS 15-901. Include the length of day (approximate start and dismissal times) and how many hours will be designated for the core academics, i.e. reading, writing, math science, and social studies.
2.7c	High Schools- a proposed course offering list is provided that contains descriptions of those courses. Course offerings must reflect statutorily mandated graduation requirements, the Program of Instruction described in the narrative, and intended elective offerings .
Section 2.8	Detailed Business Plan – Personnel
2.8a	Narrative reflects the appropriate personnel to implement the program of instruction and business plan described. Include the number of instructional and non-instruction personnel and the responsibilities of the instructional staff. Qualifications of staff must align with NCLB Highly Qualified requirements .
2.8b	Provide a detailed plan that includes recruiting, hiring, and training of instructional staff.
2.8c	Provide an administrative plan that includes oversight responsibilities related to instruction and operational services. Plan must identify the number and their oversight responsibilities related to the following areas; curricular implementation, staff training and development, testing (AIMS, TerraNova, AZELLA), financial management, contracted services, personnel, grants management, and student management information system (SAIS) .
2.8d	Compensation plan that supports the described qualifications of instructional and non-instructional personnel.

Section	Detailed Business Plan – Financial Plan
2.9	
2.9a	Start-up Budget Narrative includes background information providing clarification of what the organization brings to the project, what will be required as part of start up (e.g. computers donated by non-profit, organization holds appropriate C of O for facility, infrastructure for technology in place, etc.), and the assumptions made for each line item identified on Attachment G.
2.9b	Timeline includes schedule for facility acquisition, build-out and improvements, recruiting students and personnel, hiring and training staff, submitting estimated counts to School Finance, anticipated time for signing charter contract, anticipated enrollment period , and ordering/receipt/payment of supplies, materials, furniture, etc.
2.9c	Start-up Budget (Attachment G) supports the timeline provided and the program described. The budget does not include unsecured grants and/or unsecured federal funds . Start-up budget assumptions with rationale are included for each line item identified on Start-up Budget.
2.9d	Three Year Operating Budget (Attachment H) Narrative includes background information providing clarification of how expenses may be paid over time or in installments (e.g. equipment leases, furniture payments, etc.), assumptions made when creating the budget (e.g. when enrollment capacity will be met, utilities included in rent), and any research/market studies supporting expenses included in the budget, as appropriate for this project.
2.9e	State aid revenues appropriately reflect statutory requirements (funding formula projections) and realistic student projections .
2.9f	Operating budget reflects growth described on Title Pages and in Program of Instruction .
2.9g	Each year shows school is able to sustain itself . Annual expenditures do not exceed revenues .
2.9h	Expenditures for personnel reflect qualifications, salaries, and benefits (including required employer contribution) as described in the business plan.
2.9i	Expenditures support the Program of Instruction including materials, supplies, equipment, etc. as described within the application.
2.9j	Expenditures support the implementation of the special education services described.
2.9k	Appropriate audit expenses were included in operating budget for year two and three .
2.9l	Expenditures support the facilities described in the application.
2.9m	Operating expenses are consistent with the application .
2.9n	First Year Month-by-Month Cash Flow Budget Sheet (Attachment I) reflects the first year operating budget and information provided in the narrative .
2.9o	First Year Month-by-Month Cash flow indicates the school is able to sustain itself with monthly expenditures never exceeding revenues .