

The logo of the Arizona State Board of Charter Schools is a circular seal. It features the text "ARIZONA STATE BOARD OF CHARTER SCHOOLS" around the perimeter. Inside the seal is the Great Seal of the State of Arizona, which includes a landscape with a sun, mountains, and a river. The year "1912" is also visible within the seal.

Application for a New Charter

2023 CALL FOR QUALITY CHARTER SCHOOLS

Schools Opening Fall 2024 and Beyond

Arizona State Board for Charter Schools

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Introduction

The mission statement of the Arizona State Board for Charter Schools (“Board”, “ASBCS”) is: *“To improve public education in Arizona by sponsoring charter schools that provide quality educational choices.”*

Pursuant to Arizona Revised Statute (“A.R.S.”) § 15-181, charter schools were established to provide a learning environment that will improve pupil achievement and provide additional academic choices for parents and pupils.

The Board follows the procedures set forth in A.R.S. §§ 15-183 and 15-183.01, and Arizona Administrative Code (“Rule”, “A.A.C.”) regarding the annual Application for a New Charter cycle. A copy of the statutes relating to the Board’s application process may be found at <http://www.azleg.gov/arsDetail/?title=15>. A copy of the Rules relating to the Board’s application process is on file with the Arizona Secretary of State and can be accessed through the Arizona Secretary of State’s website at

The Board approved the 2024-2025 application on February 13, 2023. The final deadline for submission of the application package is **May 31, 2023 at 12:00 p.m.** There are no extensions or exceptions to the deadline.

Complete application packages will be accepted in electronic form only, unless the application is completed through the alternative submission process. Electronic submission of new charter application packages must be submitted online through the Board’s Google Drive. Access to the drive is granted to applicants after submission of the required letter of intent.

An Overview of the Application Process

Instructions and Evaluation

The instructions, narrative prompts, and evaluation criteria for each component of the application are included and detailed within each section listed in the Table of Contents. In addition to being scored for content, the application package will also be evaluated for readability. Instructions for the completion of the forms are provided within each template.

Submission

There are two options for submitting an application package:

1. Application packages submitted electronically through a Google Drive will be accepted until the deadline of **Wednesday, May 31, 2023 at 12:00 p.m.** For details, refer to the **Online Submission Process**.
2. As an alternative to an application submission using the Online Submission Process, an Applicant may submit the application package in the form of electronic files on a flash drive, using the **Alternative Submission Process**. Under this submission, application packages will be accepted by 12:00 p.m. on the deadline of **Wednesday, May 10, 2023**. For details, refer to the Alternative Submission Process.

Administrative Completeness

Board staff confirms whether the application package contains all components required by statute, Rule, and the application instructions, and that the Fee has been timely received. An administratively complete application package must follow formatting requirements, adhere to any identified page limitation in each section, and contain the following:

1. Complete information for each application component, ensuring the information is consistent with the contents of the application package. This includes:
 - Application Agreement,
 - Applicant Information Form
 - Target Population Form;
2. All narrative sections, required exhibits, and forms;
3. All necessary information for completing a Background, Fingerprint, and Credit Check report for each Authorized Representative and **Principal** (see Terms to Know) to include:
 - Authorized Representative and/or Charter Principal Information Form:
 - **Fingerprint Clearance Card:** A copy of *both sides* of a valid FCC, issued by the Arizona Department of Public Safety..
 - **Affidavit:** The Affidavit, Disclosure, and Consent for Background and Credit Check form must be completely and accurately filled out, signed, and notarized.
 - **Background Information Sheet:** The Background Information Sheet must be completely and accurately filled out.
 - **Resume:** A current resume (2-page maximum) is required.
 - **Verification of Coursework/Degree:** If a postsecondary degree is noted on the Background Information Sheet and Resume, the Applicant must provide scanned copies of transcripts from the granting institution, or an official, watermarked, report from the National Student Clearinghouse® (<http://www.studentclearinghouse.org>). These documents must be uploaded with the application package. Copies of diplomas do not meet this requirement.
4. Confirmed availability of start-up funds as listed in the application package and the completed Verifiable Proof of Secured Funds (“VPSF”) form;
5. Instructional Analysis documents submitted on the approved template, identifying the Required Standard, and following the criteria for administrative completeness found in section A.6 Instructional Analysis.
6. Required documents completely filled out, and submitted on the form or template approved for the current application cycle.

By March 31 of each year, the Board approves and makes available online at its web site an application for a new charter for a specified fiscal year. On February 13, 2023, the Board approved the application for a new charter for the 2024-2025 application cycle, which includes templates and forms designated by the Board. Templates and forms must not be altered from the approved content, format, and sequence. An application package submitted for a new charter is not administratively complete if it contains modifications to the content, format, or

sequence of the templates or forms or if it contains templates or forms that were approved for use in a prior fiscal year.

Additionally, Board staff will confirm that the information about the Applicant, as listed in the submitted application package is consistent with information on file with the Arizona Corporation Commission (“ACC”). This includes:

1. The Applicant being in Good Standing with the ACC;
2. The Applicant name, as listed in the submitted application package being in exact alignment with the corporation name on file with the ACC; and
3. The charter principals listed in the application package being in exact alignment with the Officers, Directors, Members, and/or Partners on file with the ACC.

Failure to meet the criteria above will result in the application package being deemed administratively incomplete. The application package will be evaluated based on the information that is included when it is submitted. Applicants will receive written notification of the deficiencies not more than 25 business days after the submission date of the application package and Fee. If the application is deemed administratively incomplete, the Applicant’s file will be closed.

The Applicant is not able to revise a submitted application package that is deemed administratively incomplete. However, upon receiving notice of an incomplete application package, the Applicant may submit a new application package, as long as the submission deadline of **May 31, 2023 at 12:00 p.m.** has not passed.

Pursuant to Rule, an Applicant who believes that its application package was erroneously designated as administratively incomplete may submit a written request for reconsideration to the Board within 10 days of the date of notice.

Soft Deadline

An Applicant who submits an application package by April 24, 2023 (the “Soft Deadline”) will receive notification of the application package’s administrative completeness status prior to the deadline date. If the application package is deemed administratively incomplete, this gives the Applicant an opportunity to correct deficiencies identified in the initial administrative completeness check and resubmit an application package by the deadline of Wednesday, May 31, 2023. It should be noted that Board staff has 25 Business days to review an application submission and provide feedback; therefore, submitting at the Soft Deadline may provide an applicant with only 24 hours to revise and resubmit. If an applicant wishes for additional time to revise and resubmit, it may wish to consider submitting in advance of this deadline.

Application Processing Fee

An application processing fee (“Fee”) is required to complete the submission of a new charter application package. The Fee of \$6,500, in the form of an Automated Clearing House (“ACH”) transfer. An ACH is an electronic fund transfer made between banks and credit unions across what is called the Automated Clearing House network, and is used for all kinds of fund transfer transactions, including direct deposit of paychecks and monthly debits for routine payments.

At the conclusion of the Board's Administrative Review of an application package, Board staff will notify the applicant as to whether the application package has been determined to be administratively incomplete or if the submission is sufficient to be deemed administratively complete. Upon notification that an application package is sufficient to be determined administratively complete, the Applicant will have five business days to submit the fee via the ACH. The notification will include the ACH information and detailed instructions for the applicant to complete the payment of the fee.

Failure to timely submit the Fee (within five business days of the aforementioned notification) will result in the application package being deemed administratively incomplete and closed. If an Applicant's Fee payment to the Board is dishonored for any reason including a determination of insufficient funds:

- The application package shall be deemed administratively incomplete, and
- The Applicant shall use a cashier's check to pay the application processing fee for any application package submitted to the Board by the Applicant at any later date.
- If an application package is deemed administratively complete, the Fee shall become non-refundable.

Substantive Completeness

Upon determination that an application package is administratively complete, the Technical Review Panel ("TRP") will score the application package using the evaluation criteria.

A substantively complete application package meets the following scoring requirements:

- ✓ No evaluation area receives a score of Falls Below the Criteria; and
- ✓ No more than one evaluation area in each section is scored as Approaches the Criteria; and
- ✓ 95% of the evaluation areas in each Plan (Educational Plan, Operational Plan, and Business Plan) score at the "Meets" level.

Substantively Incomplete Initial Application Package

Each Applicant whose application package fails to meet the scoring requirements will receive written notification of the deficiencies, including a copy of the scoring rubric completed by the TRP. An Applicant with a substantively incomplete initial application package has three options for continuing in the application process:

- The Applicant may use the information provided in the scoring rubric as technical assistance to improve the application package, and resubmit within 20 days of notification for a second review by TRP members, or
- Within 20 days of notification, the Applicant may submit a written request that the application package be considered by the Board without revision, or
- Within 20 days of notification, the Applicant may submit a written request that the application package be withdrawn.

If a revised application package or letter has not been submitted within 20 days of notification, the Applicant's file will be closed.

Substantively Incomplete Revised Application Package

Each Applicant whose revised application package fails to meet the scoring requirements will receive written notification of the Board's intent to close the file. This notification will include the scoring rubric completed by the TRP. To continue in the application process, within 20 days of this notification, the Applicant must submit a written request for the substantively incomplete revised application package to be considered by the Board, or the Applicant's file will be closed.

Background Check, VPSF, and Due Diligence Process

Staff will complete the Background, Fingerprint, and Credit Check, verify funds, and conduct a due diligence process as part of the substantive review. Board staff will conduct a background and credit check of each principal and authorized representative of the Applicant, confirm each possesses a current, valid FCC, and confirm availability of start-up funds.

Additionally, staff will conduct a due diligence process relating to current or former charter operations of the Applicant, any principal or authorized representative of the Applicant, or an Education Service Provider. The due diligence will include cross referencing information provided about authorized representatives and charter principals in the application package, including confirming that information contained in all materials is consistent, and is consistent with information obtained during the background and credit check. If issues arise from the information obtained during the background and credit checks or due diligence of any principal or authorized representative, Board staff shall, in writing, notify the pertinent person of the issues and he/she will have the opportunity to present a written response clarifying the information. Information obtained and communications conducted during this process shall be considered by the Board in making its decision on whether to grant or deny a charter.

In-Person Interview

Upon determination that an application package is substantively complete, or upon receipt of a written request for a substantively incomplete application package to be considered by the Board, members of the Applicant team shall make themselves available for an in-person interview with the TRP to:

- ✓ Demonstrate a thorough understanding of the Educational Plan, Operational Plan, and Business Plan presented in the written application package, and
- ✓ Demonstrate the capacity to implement a plan to operate a high-quality charter school, and
- ✓ Address any issues that arise during the due diligence process relating to current or former charter operations of the Applicant, any Officer, Director, Member, or Partner, or an Education Service Provider.

An Applicant's failure or refusal to attend the interview will result in the Board's denial of the application package.

Board Consideration

A substantively complete application package, or a substantively incomplete application package with timely submission of a written request for consideration, is eligible to be forwarded to the Board for consideration. Board members will be provided with:

- The application package;
- A link to the audio and/or video recording of the capacity interview;
- The scoring rubric completed by the TRP;
- The TRP Recommendation Report; and
- An executive summary prepared by Board staff including:
 - A summary of the information included in the application package;
 - The TRP's final recommendation;
 - The scoring information for the application package, as determined by the TRP;
 - Staff's summary of information regarding the academic, operational, and financial performance of any charter authorized by the Board and operated by an Applicant, any principal of the Applicant, or an Education Service Provider working with the Applicant;
 - Information regarding the results of the Applicant representative and principals' background, fingerprint, and credit checks (if applicable); and
 - Information regarding the due diligence check of current or former charter operations of the Applicant, members of the Applicant team, or the Applicant's chosen ESP.

Applicants will be notified of the date of the Board's consideration and how to access the information provided to the Board. Authorized Representatives and Principals of the Applicant will be provided an opportunity to address the Board, and should be in attendance to answer questions from the Board. No new documents from the Applicant may be added to the application package or distributed to the Board at the Board meeting.

The Board will follow the requirements of statute and Rule in determining whether to approve the application package and grant the charter.

Timeframes

Timeframe	Process Stage
Letter of Intent Deadline <i>April 3, 2023</i>	An Applicant who intends to submit an application package to the Board shall submit a complete Charter Application Letter of Intent to charterschoolboard@asbcs.az.gov by April 3, 2023 at 12:00 p.m.
Application Soft Deadline <i>April 24, 2023</i>	An Applicant who submits an application package via the Online Submission Process by the soft deadline will receive notification of administrative completeness (within 25 business days of submission) prior to the deadline date, which gives the Applicant an opportunity to correct deficiencies and resubmit by the hard deadline.
Application Due <i>May 31, 2023</i>	The application package is due May 31, 2023 at 12:00 p.m. There are no extensions or exceptions to the deadline, and all documents must be fully uploaded and saved to the Google Drive by this time.
Administrative Review <i>Completed within 25 Business Days of submission</i>	Staff will confirm that the application package meets the administrative completeness requirements identified in Rule and the application instructions. Administratively incomplete applications will be closed. Administratively complete applications will continue to the substantive review process.
Substantive Review <i>Completed by July</i>	The Technical Review Panel will score the application package using the evaluation criteria. An Applicant whose package meets the scoring requirements will be deemed substantively complete and move forward to the applicant interview. An Applicant whose package fails to meet the scoring requirements will receive written notification of the deficiencies.
Resubmission of Application Package <i>Within 20 Business Days of Notification</i>	An Applicant may use the information provided in the scoring rubric or technical assistance provided in the initial substantive review notification to improve the application package, and resubmit the package to the Board.
Applicant Interview <i>October</i>	Upon determination that an application package is substantively complete, or upon receipt of a written request for a substantively incomplete application package to be considered by the Board, members of the Applicant team shall make themselves available for an in-person interview.
Board Consideration <i>December</i>	Applicants will be notified of the date of the Board's consideration and how to access the information provided to the Board. Authorized Representatives and Principals of the Applicant will be provided an opportunity to address the Board, and should be in attendance to answer questions from the Board. No new documents from the Applicant may be added to the application package or distributed to the Board at the Board meeting.

Letter of Intent

All prospective new charter applicants must submit a complete Letter of Intent to engage in the New Charter Application process for the 2024-2025 application cycle. The Letter of Intent must be submitted on the required form posted and available on the Board's website.

The Letter of Intent is the Applicant's communication to Board staff that it intends to submit a new charter application. Upon receipt of the Letter of Intent, Board staff will create a Google Drive for submission specifically for the Applicant. Within 10 business days of receipt of a complete Letter of Intent, Board staff will notify the Applicant by email of its receipt and provide an access link to the Google Drive for submission.

Failure to submit the Letter of Intent by the specified deadline, April 3, 2023 at 12:00 p.m. will exclude the Applicant from the 2024-2025 application cycle.

Online Submission Process

All new charter applications must be submitted using the Board's Google Drive or completed according to the requirements of the Alternative Submission Process. Access to the Google Drive is provided to an applicant within 10 business days of receipt of the Applicant's Letter of Intent. The Authorized Representative of the Applicant will use the link to upload the application package.

The Applicant will be provided specific folders to upload sections of the application package. The submissions should be uploaded according to the directions found in Appendix D.

Uploading and Saving Files

The application requires the upload of files that include completed forms/templates provided by the Board and narratives created by the Applicant. Before uploading and saving a document, ensure that the file meets all evaluation criteria, is thoroughly proofread, and contains accurate information.

Formatting Requirements

All documents uploaded to the Google Drive must adhere to the following formatting requirements:

- Only files of the following file types: .doc, .docx, .xls, .xlsx, .pdf will be accepted. **PDF documents are always preferred.**
- Each document must have a **Footer** including the document title, the name of the Applicant, the page number, and the total number of pages in the document. For example:

A.1 Educational Philosophy

Charter Prep, Inc.

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- Fonts must be no less than **11-point**.
- The application calls for many official forms (provided by the Board) to be scanned and uploaded. Scanned documents must be no less than 100% of the original size. Scanned documents are not required to have the footer described above.
- All required information must be included in the narratives, attachments, and uploads. Information contained in a link to an external document, website, or electronic drive will not be considered in the evaluation of any component of the application package.

Once files have been uploaded, review each one to confirm it is the document and version you wish to submit. At the time of the application deadline (May 31, 2023 at 12:00 p.m.), access to all folders will be closed, and the application package will be considered to be in its final, submitted form.

If the Applicant wishes to have its application package to be considered fully submitted prior to the final deadline date, it must email Board staff at charterschoolboard@asbcs.az.gov. The email must contain:

1. The Applicant Entity Name
2. The Authorized Representative Name
3. A statement that says, "The Applicant Entity's application package is complete and in its final, submitted form as of the date and time of this email."

Once the application package is submitted, individual documents may not be substituted. If you discover an error after submission and before the deadline, you may send an email to Board staff at charterschoolboard@asbcs.az.gov indicating the intent to withdraw the old application and start a new application. Board staff will respond to this email within 24 business hours with new submission folders, provided the deadline date has not passed. No documents may be added to an application package after the deadline. Incompletely or incorrectly submitted application packages will be deemed Administratively Incomplete.

Cover Page

The Application Agreement Information must be signed and dated by a designated Authorized Representative of the Applicant entity.

Applicant Information Form

Complete the Applicant Information Form template following the directions below and those found in the template:

- **Name of Applicant Entity:** This is the name of the entity applying for the charter. This may be a public body, private person or private organization. *Only use an individual's name if that individual is applying as a Sole Proprietorship.*
- **Mailing Address of the Applicant Entity:** This address will be used for all official mail from the Board.
- **Day Time Phone:** Provide a number at which Board staff may reach an Authorized Representative during business hours.
- **Proposed School Name:** This is the proposed name for the new school.
- **County:** The name of the Arizona County in which the *proposed school will be located*.
- **Authorized Representative(s):** This is an individual with the power to bind an applicant contractually according to the Applicant's Articles of Incorporation, operating agreement, or by-laws. This individual will be the point-of-contact for all communications regarding the application. An application package may have more than one Authorized Representative. List all authorized representatives on this form.

For each Authorized Representative, an *Authorized Representative and/or Charter Principal Information Form* must be submitted, and the following documentation must be submitted in the appropriate folder with the form:

Fingerprint Clearance Card: A copy of both sides of a valid Fingerprint Clearance Card, issued by the Arizona Department of Public Safety.

Affidavit: The Affidavit, Disclosure, and Consent for Background and Credit Check form must be completely and accurately filled out, signed, and notarized.

Background Information Sheet: The Background Information Sheet must be completely and accurately filled out.

Resume: A current resume (2-page maximum) is required.

Verification of Coursework/Degree: If a postsecondary degree is noted on the Background Information Sheet and Resume, the Applicant must provide scanned copies of transcripts from the granting institution, or an official, watermarked, report from the National Student Clearinghouse® (<http://www.studentclearinghouse.org>). Copies of diplomas do not meet this requirement.

If the Authorized Representative is a current Charter Representative or Principal of an operating charter in the Board's portfolio, and you believe current information is already on file with the ASBCS, email the Board office (charterschoolboard@asbcs.az.gov) with a request for confirmation. Upload the confirmation email in the folder for the individual.

- **Principal Background Information:** For each principal (officer, member, director, and/or partner) of the Applicant entity, an *Authorized Representative and/or Charter Principal Information Form* must be submitted, and the following documentation must be submitted in the appropriate folder with the form. The list of principals in this section must be consistent with the amended Articles of Incorporation, Articles of Organization, or most recent annual report filing with the ACC submitted in the Operational Plan and on file with the ACC.
 - **Fingerprint Clearance Card:** A copy of both sides of a valid Fingerprint Clearance Card, issued by the Arizona Department of Public Safety.
 - **Affidavit:** The Affidavit, Disclosure, and Consent for Background and Credit Check must be completely and accurately filled out, signed, and notarized.
 - **Background Information Sheet:** The attached Background Information Sheet must be completely and accurately filled out.
 - **Resume:** A current resume (2-page maximum) is required.
 - **Verification of Coursework/Degree:** If a postsecondary degree is noted on the Background Information Sheet and Resume, the Applicant must provide scanned copies of transcripts from the granting institution, or an official, watermarked, report from the National Student Clearinghouse® (<http://www.studentclearinghouse.org>).

If a principal is a current Charter Representative or principal of an operating charter in the Board's portfolio, and you believe current information is already on file with the ASBCS, email the Board

office (charterschoolboard@asbcs.az.gov) with a request for confirmation. Upload the confirmation email the folder for the individual.

- **Form of Organization:** Check the box for the type of entity applying for the charter. The choice must be consistent with the Applicant Entity documents submitted in the Operational Plan (e.g., Nonprofit Corporation, For-Profit Corporation, Partnership, Sole Proprietorship, Government Entity, Tribal Entity) and the documents on file with the Arizona Corporation Commission.
- **School Governing Body:** Identify the name and type of members of the proposed School Governing Body as per A.R.S. § 15-183(E)(8). If you do not know the names of your governing body members, use the name field to indicate the number of each type of member.
- **Educational Service Provider (“ESP”):** All Applicants are asked to declare whether they intend to contract with or have a governance relationship with an ESP (see Terms to Know).

Target Population Form

- **Mission Statement:** Provide the mission statement of the proposed school. Ensure it meets the criteria listed in section A.1 Educational Philosophy.
- **Grades Served Year 1:** The grades to be served by the proposed school in the first year of operation. The grades indicated must be consistent with the personnel, budget, and facilities documentation provided in the Business Plan.
- **Enrollment Cap Year 1:** The maximum number of students to be served by the proposed school in the first year of operation. This number must be consistent with the personnel, budget, and facilities documentation provided in the Business Plan.
- **Grades Served Year 2:** The grades to be served by the proposed school in the second year of operation. The grades indicated must be consistent with the personnel, budget, and facilities documentation provided in the Business Plan.
- **Enrollment Cap Year 2:** The maximum number of students to be served by the proposed school in the second year of operation. This number must be consistent with the personnel, budget, and facilities documentation provided in the Business Plan.
- **Grades Served Year 3:** The grades to be served by the proposed school in the third year of operation. The grades indicated must be consistent with the personnel, budget, and facilities documentation provided in the Business Plan.
- **Enrollment Cap Year 3:** The maximum number of students to be served by the proposed school in the third year of operation. This number must be consistent with the personnel, budget, and facilities documentation provided in the Business Plan.
- **Grades Served:** Check the box of all grades to be taught. The grades checked must reflect the Applicant’s expansion plans for year four and beyond.
- **School Calendar:** Schools may have Standard or Extended School Year calendars (see Terms to Know). Ensure that this selection is supported in Section A.4.

- **Instructional Days:** The number of days of instruction proposed in Section A.4.
- **Target Start Date:** The proposed first day of school.

An application processing fee (“Fee”) is required to complete the administrative review of a new charter application package. The Fee of \$6,500, must be submitted in the form of an Automated Clearing House (“ACH”) transfer. An ACH is an electronic fund transfer made between banks and credit unions across what is called the Automated Clearing House network, and is used for all kinds of fund transfer transactions, including direct deposit of paychecks and monthly debits for routine payments.

See the section titled “Application Processing Fee” for Additional Information.

Alternative Submission Process

As an alternative to an application submission using the ASBCS Google Drive, an Applicant may submit an application package in the form of electronic files saved to a flash drive, using the Alternative Submission Process. An Applicant may notify the Board of its intent to submit an application using the Alternative Submission Process by submitting a signed, notarized ***Waiver of Online Submission of Application for New Charter*** (“Waiver”) to the Board office. The Waiver must accompany the Letter of Intent and be **received no later than close of business on Wednesday, April 3, 2023**. The Waiver must be delivered by hand delivery, FedEx or UPS to the ASBCS office at 1700 W. Washington St., Suite 305, Phoenix, AZ, 85007.

Within ten (10) days of the Board’s receipt of the Waiver, Board staff will send an Acknowledgement of Timely Receipt email, including Alternative Submission forms, to the email address of the Applicant provided on the Waiver. If Board staff notifies the Applicant that the Waiver was not received by the Waiver deadline, the Applicant may submit an application using the ASBCS Google Drive.

An Applicant who submits a timely Waiver waives the right to have the Board consider any application package submitted via Google Drive for the current application cycle. No application package will be accepted through the Alternative Submission Process unless a Waiver has been received by the Waiver deadline and acknowledged as timely by Board staff. An application submitted using the Alternative Submission Process will undergo the same administrative and substantive review process described on pages 4-6.

The Alternative Submission Process requires the Applicant to submit a complete application package, saved on a flash drive, to the Board office. **This submission must be received no later than close of business on Wednesday, May 10, 2023**. The flash drive must be delivered in a protected package (e.g., bubble wrapped) by hand delivery, FedEx or UPS to the ASBCS office at 1700 W. Washington St., Suite 304, Phoenix, AZ, 85007. Any application package submitted using the Alternative Submission Process and not received by the close of business on **Wednesday, May 10, 2023** will not be accepted and/or processed.

A complete application package submitted through the Alternative Submission Process must:

- Include all required narrative sections, exhibits, and attachments, with clearly labeled file names;
- Include completed Alternative Submission forms;
- Follow the formatting requirements specified below;
- Include a copy of the Acknowledgement of Timely Receipt email from ASBCS staff confirming that staff has been timely notified that the Applicant will be using the Alternative Submission Process; and
- Be received on a clearly labeled flash drive by the Board office no later than close of business, **Wednesday, May 10, 2023**.

Application Processing Fee for Alternative Submission

An application processing fee (“Fee”) is required to complete the submission of a new charter application package, including those submitted through the alternative submission process. The Fee of \$6,500, in the form of an Automated Clearing House (“ACH”) transfer. An ACH is an electronic fund transfer made between banks and credit unions across what is called the Automated Clearing House network, and is used for all kinds of fund transfer transactions, including direct deposit of paychecks and monthly debits for routine payments.

See the section titled “Application Processing Fee” for Additional Information.

Formatting Requirements for Alternative Submission

All documents submitted through the Alternative Submission Process will be uploaded to the ASBCS Google Drive by Board staff; therefore, they must follow the following formatting requirements:

- Only files of the following file types: .doc, .docx, .xls, .xlsx, .pdf will be accepted. PDF documents are always preferred.
- Files must be saved using the section number and name/exhibit name as the filename (e.g., *C.3 Personnel; A.6 4th Grade Reading; B.1 Bylaws*).
- Each document must have a **Footer** including the document title, the name of the Applicant, the page number, and the total number of pages in the document. For example:

A.1 Educational Philosophy

Charter Prep, Inc.

Page 2 of 4

- Fonts must be no less than **11-point**.
- The application calls for many official forms (provided by the Board) to be scanned. Scanned documents must be no less than 100% of the original size. Scanned documents are not required to have the footer described above.
- All required information must be included in the narratives, attachments, and uploads. Information contained in a link to an external document, website, or external drive will not be considered in the evaluation of any component of the application package.
- The flash drive used for submission must be clearly labeled with the Applicant name, both physically (Applicant name written on or attached to the outside of the flash drive) and electronically (rename the flash drive with the name of the Applicant using the computer operating system).

Applicant Agreement Information

An Authorized Representative of the Applicant entity must sign the following agreement as a component of the submission of the application package via the Cover Page form. Should the Cover Page be signed by someone other than an Authorized Representative, the application package will be deemed Administratively Incomplete.

Cover Page

I certify all information contained in this application package is complete and accurate, realizing that any misrepresentation could result in disqualification from the charter application process or revocation after award. I understand that incomplete application packages 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.

The Applicant acknowledges that the Principals 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 if approved to operate a charter school, the Applicant must execute a charter contract with the Arizona State Board for Charter Schools ("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 new charter expires.

The Applicant acknowledges that if approved to operate a charter school, the Applicant must begin providing educational instruction 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.

Signature of Authorized Representative

A. Educational Plan

The Educational Plan should define the plan for providing a learning environment that will improve pupil achievement in the target population (A.R.S. § 15-181) to include what students will achieve, how they will achieve it, and how the school will evaluate performance. It should provide a clear picture of what a student who attends the school will experience with respect to educational climate, structure, assessment, and outcomes.

Each Section must be addressed in the Educational Plan. Responses that meet the standard will adhere to the *Evaluation Criteria* for each section.

Sections:

- A.1 Educational Philosophy
- A.2 Target Population
- A.3 Program of Instruction
 - A.3.1 Mastery and Promotion*
 - A.3.2 Course Offerings and Graduation Requirements*
- A.4 School Calendar and Weekly Schedule
- A.5 Academic Systems Plan
- A.6 Instructional Analysis

* Denotes a section required of only certain applicants.

Consistency among all components of this plan is worth a total of 2 points in the evaluation criteria for the Educational Plan. Specific guidelines for consistency are outlined below and further specified throughout the sections of this plan:

- *Mission Statement on the Target Population Form is consistent with the narrative;*
- *The target population provided on the Target Population Form is consistent with the narrative in this section;*
- *The Program of Instruction is consistent with the Academic Systems Plan;*
- *The Mastery and Promotion section is consistent with Area II of the Academic Systems Plan.*
- *Course Offerings and Graduation Requirements are consistent with the Program of Instruction and Business Plan;*
- *Professional Development opportunities indicated on the school calendar and schedule are consistent with the information provided in Area IV of the Academic Systems Plan;*
- *All areas and identified components of the Academic Systems Plan are consistent with each other and all sections of the application package;*
- *Instructional Analysis documents demonstrate alignment with the school's proposed program of instruction.*

Educational Plan

A.1 Educational Philosophy*Section Overview*

The purpose of this section is to provide a clear and comprehensive overview of the school's educational philosophy.

Narrative Prompts and Evaluation Criteria

A response that meets the Board's standard will fully address each of the following:

- a) Provide a clear and comprehensive overview of the school's philosophical approach, describing how students will learn and what the teacher's role in that learning will be. (2 points)
- b) Incorporate the elements fundamental to the school's program of instruction. (2 points)
- c) Provide support for how the mission statement on the Target Population Form is clear, cohesive, and comprehensive and has a focus on outcomes rather than inputs. (2 points)
- d) Articulate how the school's educational philosophy is aligned with the mission statement of the proposed school. (1 point)
- e) Present a rationale that clearly supports how the selected approach improves pupil achievement in the target population, including research and/or experience. (1 point)

Check for consistency:

Ensure the Mission Statement on the Target Population Form is consistent with the narrative.

Educational Plan

A.2 Target Population*Section Overview*

The purpose of this section is to provide a clear and comprehensive overview of the school's target population, the community in which the school will operate, and how the school will meet the needs of the students it intends to serve.

Required Exhibit

- Enrollment Matrix
- Staffing Chart

Narrative Prompts and Evaluation Criteria

A response that meets the Board's standard will fully address each of the following:

- a) Identify the target population. The response should demonstrate a clear understanding of the students and community the school intends to serve, including current levels of academic performance of the surrounding schools. (2 points)
- b) Present an explanation of how the implementation of the program of instruction described in Section A.3 meets the identified needs of the target population including improving pupil achievement and providing educational choice. (2 points)
- c) Describe the class size and teacher-student ratios and clearly explain how these address the identified needs of the target population for improved pupil achievement and educational choice. (2 points)

Check for consistency:

Ensure the target population provided on the Target Population Form is consistent with the narrative in this section.

Educational Plan

A.3 Program of Instruction

(12-page maximum)

Section Overview

The purpose of this section is to provide a clear and comprehensive overview of the school's program of instruction.

If the Applicant intends to open a school that uses delivery methods that include online courses or a comprehensive offering of courses that would constitute an online school, as defined in A.R.S. § 15-808, the Applicant should submit the application specific to entities intending to operate using online instruction. The instructions for this application are found on the Board's website.

Narrative Prompts and Evaluation Criteria

A response that meets the Board's standard will fully address each of the following:

- a) Describe the curriculum being considered for the core academic content areas. The response must clearly demonstrate a process to ensure alignment to the Educational Philosophy and Arizona State Standards. (2 points)
- b) Describe the methods of instruction key to the program of instruction, including formative assessment strategies and remediation and intervention, and clearly demonstrate alignment to the proposed curriculum, assessments, and Educational Philosophy. (2 points)
- c) Present a rationale for the proposed curriculum, methods of instruction and assessment that support improving pupil achievement and providing equity and access to all students in the proposed target population. (2 points)
- d) Explain how the Program of Instruction will result in achieving the outcomes described in the school's mission. (1 point)

Check for consistency:

Ensure the Program of Instruction is consistent with the Academic Systems Plan.

Educational Plan

A.3.1 Mastery and Promotion

Section Overview

The purpose of this section is to provide a clear and comprehensive overview of the school's grade level mastery and promotion decisions.

Applicability Guidelines

Select the statement that is applicable and proceed as directed:

- ☐ This Applicant will serve any grade 8 or lower. *Complete this section.*
- ☐ This Applicant will not serve any grade below 9. *Skip this section.*

Narrative Prompts and Evaluation Criteria

A response that meets the Board's standard will fully address each of the following:

- a) Present clear criteria and conditions for promotion from one level to the next, including the level of proficiency that students must obtain to demonstrate mastery of academic core content. (1 point)
- b) Describe a comprehensive, viable, and adequate process the school will use to determine grade level promotion and retention consistent with A.R.S. § 15-701. (1 point)
- c) Present a rationale for the selected criteria and conditions that guide the grade level promotion decisions. (1 point)
- d) Describe the process for student retention. (1 point)

Check for consistency:

Ensure consistency with Area II of the Academic Systems Plan.

Educational Plan

A.3.2 Course Offerings and Graduation Requirements

(14-page maximum, **including the menu of course offerings**)

Section Overview

The purpose of this section is to provide a clear and comprehensive plan for awarding course credit and to describe the school's course offerings and graduation requirements.

Applicability Guidelines

Select the statement that is applicable and proceed as directed:

☐ This Applicant will serve any grade 9 or above. *Complete this section.*

☐ This Applicant will not serve any grade above 8. *Skip this section.*

Required Exhibit

- Menu of course offerings

Narrative Prompts and Evaluation Criteria

A response that meets the Board's standard will fully address each of the following:

- Identify graduation requirements for the school that will meet A.R.S. § 15-701.01 and all related standards adopted by the State Board of Education.
(1 point)
- Describe a comprehensive viable and adequate process that includes clear criteria and conditions for awarding course credit.
(1 point)
- Provide a rationale for the selected criteria and conditions for awarding course credit and how they represent student capacity to demonstrate proficiency on the State assessments. (1 point)
- Provide a menu of course offerings which include course titles and brief descriptions of classes consistent with State requirements and that clearly demonstrate alignment to the Program of Instruction.
(1 point)

Check for consistency:

Ensure consistency with the Program of Instruction and alignment with the Business Plan as presented in the application package.

Educational Plan

A.4 School Calendar and Weekly Schedule*Section Overview*

The purpose of this section is to provide a clear and comprehensive school calendar and weekly schedule that comply with requirements described in A.R.S. §§ 15-901 and 15-341.01.

Required Exhibits

- A calendar consistent with the type indicated on the Target Population Form and compliant with minimum requirements of number of school days per year as described in A.R.S. § 15-341.01.
- A weekly schedule listing daily instructional minutes dedicated to each core content area for each grade level and consistent with the Target Population Form.

Narrative Prompts and Evaluation Criteria

A response that meets the Board's standard will fully address each of the following:

- a) Provide the length of the school day (approximate start and dismissal times) and how many minutes per day will be designated for each core academic subject that clearly demonstrate compliance with hours/minutes of instruction for each grade level served, for the proposed school calendar (standard or extended) pursuant to A.R.S. § 15-901. (1 point)
- b) Ensure the weekly schedule demonstrates compliance with A.R.S. § 15-118 (grades K-5) and current Move on When Reading Requirements (grades K-3), as defined by the Arizona Department of Education. (.5 points)
- c) Include a school calendar that demonstrates the total number of days the proposed school will be in session, early-release days, scheduled holidays, teacher work-days/professional development, and additional days off. (.5 points)
- d) School calendar clearly demonstrates compliance with A.R.S. § 15-341.01. (1 point)
- e) Provide a rationale for the selected weekly schedule that clearly supports improving pupil achievement in the target population. (1 point)

Check for consistency:

Identify professional development opportunities consistent with the information provided in Area IV of the Academic Systems Plan.

Educational Plan

A.5 Academic Systems Plan*Overview*

New charter applicants must submit an Academic Systems Plan (“ASP”) as a part of the Educational Plan section of the application package. The purpose of the ASP is to ensure the school’s essential systems are in place and appropriate for providing a quality education for each student it serves through the creation of a comprehensive, sufficiently detailed, and implementable plan in the Areas of Curriculum, Assessment, Monitoring Instruction, and Professional Development.

If the application package is approved by the Board and the Applicant is awarded a charter, the application package, including the ASP, become a part of the charter contract, and is used for accountability purposes.

Section A.5 (the ASP) is worth a total of 20 points.

Applicant Instructions

The Applicant will prepare and submit a plan using the template approved for use in the current application cycle. Only one completed ASP is required. The following components constitute an ASP:

Components for Math and Reading Data	Descriptions for Math and Reading Data
Baseline	Identify the current academic performance level of the target population in Percent Proficient in Math and in Reading.
Establishing Predicted Target	To determine the predicted measure, gather data regarding academic performance of the target population in similar or comparison schools.
Narrative for setting baseline figures	Describe data and assumptions used in determining the baseline levels for Percent Proficient in Math and in Reading. For example, listing the schools from which the proposed school expects to draw its population, citing their scores, and describing how the calculations were set up.
Components for each Action Step	Description of each Component
Action Steps	Identify specific actions or tasks that contribute to each system for each Area.
Person(s) Responsible	Identify the title/role/position of the individual(s) that are responsible for completing each action step.
Frequency and/or Timing	Provide the frequency (i.e. weekly, monthly) and/or timing (i.e. two days after benchmarking, within 48 hours of completing a classroom observation) for the completion of each action step.
Evidence of Implementation	List documentation that will serve as evidence of the completion of all components of the action step.
Process for Implementing Action Step	Describe the fundamental elements for each action step including any information that is collected, reviewed, or created. Include criteria used for making decisions and any external technical guidance support that is utilized for the completion of the action. Essential details will answer all what, where, and how questions required for implementation of each action step as described in the evaluation criteria.

Instructions for Completing an ASP

1. Review the evaluation criteria below, starting with criteria a and b in determining baseline figures, followed by c through f regarding the elements for each Area, then criteria g through j addressing elements of the action steps, in order to understand the criteria by which the ASP will be evaluated.
2. Download a copy of the ASP Template from the New Application links on the Board's website and complete it according to the steps outlined below.
3. Use available academic performance data to determine the baseline performance levels of the incoming students from the target population and list them in the Baseline and Predicted Target section for Math and Reading.
4. Provide a description of the basis for setting predicted baseline figures in the Narrative section.

Steps 6–11 should be completed separately for each Area of the ASP.

5. Outline the process(es) that will be implemented by the Applicant for each component of each Area (e.g., the process for adopting curriculum), including elements that address subgroup populations (Free and Reduced Lunch, English Language Learners, students with disabilities, and students in the bottom 25%).
6. Break the processes into discreet, sequential action steps and identify the fundamental elements for each action step which answer the questions of what, where, and how.
7. Identify the frequency and/or timing, person(s) responsible, and documents that will be generated through the process(es) that will serve as evidence of implementation.
8. Present the action steps on the ASP Template in the appropriate column, followed by the person(s) responsible, frequency and/or timing, evidence of implementation, and a clear and comprehensive process for implementing each action step.
9. Once complete, review the ASP against the evaluation criteria to ensure that all elements have been adequately addressed. Thorough and sufficiently detailed responses will describe processes that respond to and address each of the Area components through clearly described action steps, process for implementing each action step, person(s) responsible, frequency and/or timing, and documentation to serve as evidence for each action step.

Required Exhibit

- Academic Systems Plan (ASP)

Evaluation Criteria

An **ASP** that meets the standard will:

- a) Provide predicted target figures for Percent Proficient in Mathematics and Reading aligned with target population information provided in Section A.2 (1 point)
- b) Provide a clear description of the basis for setting baseline figures that aligns with Section A.2. (1 point)
- c) Provide sufficiently detailed and implementable action steps that address each of the following elements of a comprehensive curriculum system (Area I):

i.	Adoption of curriculum aligned to Arizona State standards to include:
	<ul style="list-style-type: none"> • adopting new and supplemental curriculum, • gathering curriculum options, • evaluating proposed curriculum programs and materials, and • verifying the curriculum is aligned to Arizona State standards.
ii.	Implementation of curriculum to include:
	<ul style="list-style-type: none"> • ensuring that appropriate content and skills are covered for each grade level and content area within an academic year, • integrating curriculum into instruction consistently, and • implementing the curriculum with fidelity to the design of the curriculum and program of instruction.
iii.	Evaluation of curriculum to include:
	<ul style="list-style-type: none"> • determining if curriculum is effective based on criteria set by the school, • ensuring that the curriculum allows students to meet the standards, • verifying whether curriculum is aligned to student needs, and • identifying if a curricular gap is preventing the students from mastering a standard.
iv.	Revision of curriculum to include:
	<ul style="list-style-type: none"> • making revisions to existing curriculum, and • replacing/supplementing existing curriculum through adoption of new curriculum.
v.	Adaptation to address the curriculum needs of subgroup populations by:
	<ul style="list-style-type: none"> • ensuring that implemented curriculum and supplemental curriculum meet the identified needs of students in subgroups.

The curriculum area of the ASP is worth 5 points.

d) Provide sufficiently detailed and implementable action steps that address each of the following elements of a comprehensive assessment system to assess student performance (Area II):

i.	Developing a balanced assessment system to include:
	<ul style="list-style-type: none"> creating a data collection system that involves both formative and summative assessments, collecting data at regular intervals to ensure students are on track to master standards by the end of the academic year, and ensuring the assessment system is aligned to the curriculum, and the instructional methodology/program.
ii.	Analyzing assessment data at regular intervals to include:
	<ul style="list-style-type: none"> whether students are demonstrating growth and proficiency, including efficacy of remediation and intervention to adequately improve student growth and proficiency, whether instructional methodology and curriculum are meeting the needs of all students, and what adjustments are made when methodology and/or curriculum are not meeting student needs.
iii.	Adapted to meet the needs of subgroups by:
	<ul style="list-style-type: none"> evaluating the instruction delivered to each separate subgroup to ensure that necessary adjustments are made regularly for each group.
iv.	Year to Year comparison to:
	<ul style="list-style-type: none"> determine what data will be collected to allow for valid and reliable comparisons of student growth and proficiency, and determine the analysis completed during the year to allow for valid and reliable comparisons from year to year.

The assessment area of the ASP is worth 4 points.

e) Provide sufficiently detailed and implementable action steps that address each of the following elements of a comprehensive system for monitoring instruction (Area III):

i.	Monitoring instruction to include:
	<ul style="list-style-type: none"> regularly gathering evidence to ensure that the classroom instruction is aligned with standards, identifying if the instruction is taking place in the manner prescribed by curriculum planning documents, verifying if the instruction allows students to effectively master state standards, and ensuring that adjustments are made to the curriculum for students in subgroup populations.
ii.	Evaluating instructional practices to include:
	<ul style="list-style-type: none"> integrating curriculum into instruction consistently, implementing the curriculum with fidelity to the design of the curriculum and program of instruction, gathering evidence to evaluate the effectiveness of instructional practices for all instructional staff, using criteria to clearly measure instructional quality, and disaggregating teacher evaluation data to identify strengths, weaknesses, and needs of individual teachers.
iii.	Providing feedback that:
	<ul style="list-style-type: none"> develops the quality of teaching and standards integration, and analyzes the information gathered in the process of monitoring instruction in order to provide regular feedback specific to each individual instructional staff member on their quality of teaching and standards integration.

iv.	Conducting Summative Evaluations that comply with A.R.S. §15-189.06 that:
	<ul style="list-style-type: none"> • evaluate the performance of teachers with the intent of improving teacher performance and student achievement, • use quantitative data, and • provides a summative performance classification of each teacher.

The monitoring instruction area of the ASP is worth 5 points.

- f) Provide sufficiently detailed and implementable action steps that address each of the following elements of a comprehensive professional development system (Area IV):

i.	Developing the professional development ("PD") plan to include:
	<ul style="list-style-type: none"> • determining what PD topics will be covered throughout the year, • ensuring that professional development addresses the school's program of instruction, • ensuring that professional development addresses student achievement and outcomes, and • deciding what data and analysis will be utilized to make those decisions.
ii.	Supporting high quality implementation to include:
	<ul style="list-style-type: none"> • supporting high quality implementation of PD strategies by providing support, and • allocating resources such as time, space and the necessary material items required for implementation.
iii.	Monitoring implementation and follow-up to include:
	<ul style="list-style-type: none"> • monitoring that the strategies learned in professional development are implemented, and • following up with instructional staff regarding levels of implementation.
iv.	Adapted to meet the needs of subgroups
	<ul style="list-style-type: none"> • determining what topics are addressed during PD to meet the needs of subgroups.

The professional development area of the ASP is worth 4 points.

The criteria listed below are evaluated as components of sections c-f, and do not require any additional submission or response on the part of the applicant.

- g) Identify the frequency and/or timing sufficient for the timely completion of the action steps as part of a comprehensive system in each Area.
- h) Identify concrete documentation that will serve as evidence to demonstrate implementation of all components of each action step.
- i) Provide adequate personnel resources responsible for completing action steps that support the Areas. Identify the title/role/positions of the individual(s).
- j) Be consistent with all sections of the application package.

Educational Plan

A.6 Instructional Analysis

Applicants must submit instructional analysis documents to demonstrate capacity to provide quality instruction in Reading, Writing, Mathematics, and Science aligned to their Program of Instruction and the Arizona State Standards.

Each instructional analysis addresses a single content area and grade level and will be evaluated using the criteria described on page 32.

Required Exhibits

- Instructional Analysis documents consistent with the table below. These documents are based on the grades served as identified on the Target Population Form. Instructional analysis is not required for each grade served, but is based on the grade span range.

Example: A charter school serving grades K through 3 will be required to submit the instructional analysis documents required for the K–2 and 3–5 grade spans.

Grades served include:	K-2 grade span	3-5 grade span	6-8 grade span	9-12 grade span
Instructional Analysis required for:	Kindergarten Reading 1 st Grade Writing 2 nd Grade Math	4 th Grade Reading 3 rd Grade Writing 5 th Grade Math 4 th Grade Science	6 th Grade Reading 7 th Grade Writing 8 th Grade Math 8 th Grade Science	12 th Grade Reading 11 th Grade Writing High School Geometry High School Science

Criteria for Administrative Completeness – An administratively complete instructional analysis includes the following:

<input type="checkbox"/>	The Instructional Analysis Template approved for this current application cycle must be used.
<input type="checkbox"/>	Fonts must be no less than 10-point .
<input type="checkbox"/>	Grade Level Span <ul style="list-style-type: none"> • The instructional analysis identifies the correct grade level span and content area based on the grades served as identified on the Target Population Form.
<input type="checkbox"/>	Learning Targets
<input type="checkbox"/>	Prior Knowledge
<input type="checkbox"/>	Instructional Plan
<input type="checkbox"/>	Instruction
<input type="checkbox"/>	Formative Assessment
<input type="checkbox"/>	Summative Assessment

Evaluation Criteria – An instructional analysis document that meets the standard will:

Criteria Item	Evaluation Criteria
Learning Targets (.5 points)	Identify the objectives students must know that align with the Required Standard and can be assessed to demonstrate mastery of the Required Standard.
Prior Knowledge (.5 points)	List the knowledge/skills that are required prior to meeting learning targets. Describe how prior knowledge will be used to introduce the learning targets.
Instructional Plan (1 point)	Describe the process for presenting new information, necessary for students to meet the learning targets. Describe the instructional strategies used to lead students to meet each of the learning targets identified.
Instruction (1 point)	Describe the activity/tasks students will complete to meet the learning targets. Identify components of the program of instruction and educational philosophy that are incorporated into instruction.
Formative Assessment (1 point)	List criteria for determining whether students have met each of the learning targets.
Summative Assessment (1 point)	Describe how students will demonstrate mastery of the Required Standard. Describe the criteria used to determine whether a student has mastered the Required Standard.

Scoring for section A.6:

Section A.6 will comprise 10 total points within the Educational Plan.

To determine the number of points an applicant receives for this section, the following scoring will be used:

Each instructional analysis document will be scored as indicated as above, for a total of 5 points per instructional analysis document. Once each individual instructional analysis document has been assigned its point value, a total score will be assigned for all instructional analysis documents together. Then, a percentage of the possible points will be calculated. The percentage will determine the number of points (out of 10) that an applicant will receive for this section.

For example, if an applicant is applying to serve grades K-5, it will submit 7 instructional analysis documents worth a total of 35 points. If the document scores, when added together, total 30 points, the applicant's percentage will be 85.7%. Therefore, the applicant would receive 8.57 out of 10 points for this component of the Educational Plan.

Required Standards:

The standards listed below are provided in the Instructional Analysis Templates to be completed by the Applicant. Instructional Analysis must be completed based on the grade levels identified on the Target Population Form. If the Applicant intends to serve any grades within the grade spans (K-2, 3-5, 6-8, 9-12) Instructional Analysis Templates must be completed for the standards identified for the corresponding grade span.

K–2 grade span

Kindergarten Reading	K.RL.2 With prompting and support, retell familiar stories, including key details.
1 st Grade Writing	1.W.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
2 nd Grade Math	2.G.A.1 Identify and describe specified attributes of two-dimensional and three-dimensional shapes, according to the number and shape of faces, number of angles, and the number of sides and/or vertices. Draw two-dimensional shapes based on the specified attributes (e.g., triangles, quadrilaterals, pentagons, and hexagons).

3–5 grade span

4 th Grade Reading	4.RL.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
3 rd Grade Writing	3.W.1 Write opinion pieces on topics or texts, using reasons to support one's point of view. a. Introduce the topic or text, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. d. Provide a concluding statement or section.
5 th Grade Math	5.NF.B.6 Solve problems in real-world contexts involving multiplication of fractions, including mixed numbers, by using a variety of representations including equations and models.
4 th Grade Science	4.E1U2.10 Define problem(s) and design solution(s) to minimize the effects of natural hazards.

6–8 grade span

6 th Grade Reading	6.RI.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
7 th Grade Writing	7.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

	<p>c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>
8 th Grade Math	<p>8.SP.B.5 Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.</p> <p>a. Understand that the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.</p> <p>b. Represent sample spaces for compound events using organized lists, tables, tree diagrams and other methods. Identify the outcomes in the sample space which compose the event.</p> <p>c. Design and use a simulation to generate frequencies for compound events.</p>
8 th Grade Science	<p>8.E1U3.8 Construct and support an argument about how human consumption of limited resources impacts the biosphere.</p>

9–12 grade span

12 th Grade Reading	<p>11-12.RL.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p>
11 th Grade Writing	<p>11-12.W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics, and multimedia when useful for comprehension.</p> <p>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p>
High School Geometry	<p>G.G-CO.A.2 Represent and describe transformations in the plane as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not.</p>
High School Science	<p>Essential HS.L3U1.25 Obtain, evaluate, and communicate information about the causes and implications of DNA mutation.</p>

B. Operational Plan

The Operational Plan should provide an understanding of how the Applicant and school will operate, beginning with its management and governance. It should present a clear picture of the Applicant's operating priorities, delegation of responsibilities, and relationship with key stakeholders.

Each Section must be addressed in the Operational Plan. Responses that meet the standard will adhere to the *Evaluation Criteria* for each section.

Sections:

- B.1 Applicant Entity
- B.2 School Governing Body
- B.3 Management & Operation
 - B.3.1 Education Service Providers *
 - B.3.2 Contracted Services

* Denotes section required only of certain applicants

Operational Plan

B.1 Applicant Entity*Section Overview*

The purpose of this section is to provide a clear and comprehensive overview of the entity that is applying for the charter and identify all Principals and authorized representatives.

Required Exhibits

- Legal documentation establishing entity
 - ☐ For Corporation, a copy of the Articles of Incorporation as they appear on file with the Arizona Corporation Commission (ACC), any amendments to the Articles, a copy of the most recent Annual Report (if applicable), documentation of director or officer changes since submission of Annual Report and a copy of current Corporate Bylaws.
 - ☐ For Partnership/LLC, a copy of Articles of Organization as they appear on file with the ACC and a copy of current and signed Partnership Agreement/Operating Agreement.
 - ☐ For Sole Proprietorship, a copy of a complete application for Registration of Trade Name or Certificate of Registration.
 - ☐ For Government or Tribal Entity, documentation authorizing the entity to operate a charter and documentation establishing the structure and method of governance and accountability for the operation of the charter school.
- If the Applicant is an out-of-state entity, complete application for Authority to Conduct Affairs in Arizona, issued by the Arizona Corporation Commission.
- Organizational Chart
- Signed minutes or resolution of intent to apply for a charter.

Narrative Prompts and Evaluation Criteria

A response that meets the Board's standard will fully address each of the following:

- a) Describe in detail the Applicant's history, including its establishment, evolution, and how operating a charter school became part of its mission as documented in the minutes or resolution of intent to apply for a charter school. (2 points)
- b) Provide a clear and cohesive organizational chart and narrative that clearly delineates the roles, responsibilities, and reporting structure for each position on the chart. (2 points)
- c) Clearly describe any subsidiary relationship of the Applicant entity to another organization. (1 point)
- d) Identify any current or prior charter operation by the Applicant and any Principal, including the authorizer, timeframe, and nature of involvement. (1 point)
- e) Discuss the role of each Principal in the entity. Clearly describe the qualifications of each Principal to support the Educational Plan, Operational Plan, and/or Business Plan. (1 point)
- f) Be consistent with the background information documents provided for each individual. (.5 points)
- g) Ensure consistency with legal documentation establishing entity, including number of directors required by the Bylaws. (.5 points)
- h) Ensure consistency with information listed on Applicant Information Form and the contents of the application package. (.5 points)

Operational Plan

B.2 School Governing Body*Section Overview*

The purpose of this section is to provide a clear and comprehensive overview of the proposed composition, roles, and responsibility of the governing body.

Narrative Prompts and Evaluation Criteria

A response that meets the Board's standard will fully address each of the following:

- a) Clearly identify the specific roles and the responsibilities of the school governing body per A.R.S. § 15-183(E)(8). If applicable, describe any role the school governing body will have beyond the statutory minimum. (2 points)
- b) Indicate if the corporate board for the Applicant will also act as the school governing body, or if and when a school governing body separate from the corporate board will be established. (2 points)
- c) Describe how the composition of the school governing body will have the capacity to fulfill its requirements and supports the school's mission. (2 points)
- d) Describe a clear process for selecting initial governing body members and filling vacancies. The description should indicate a process that will result in the selection of a qualified governing body with the ability to fulfill its responsibilities. (2 points)
- e) Be consistent with all sections of the application package. (.5 points)

Operational Plan

B.3 Management & Operation*Section Overview*

The purpose of this section is to provide a clear and comprehensive overview of the organizational structure and operation of the school.

Required Exhibits:

If a school administrator has been chosen/identified, please include the name of this individual in the narrative response to this section, and provide the following:

- The individual's resume (not to exceed two pages)
- The individual's Fingerprint Clearance Card (see Terms to Know)

Narrative Prompts and Evaluation Criteria

A response that meets the Board's standard will fully address each of the following:

- a) Provide an organizational chart and clearly delineate the roles and responsibilities of each position on the chart as it pertains to administering the day-to-day activities of the school. (2 points)
- b) Present a comprehensive viable and adequate operational plan that includes oversight responsibilities related to instruction and operational services. Plan must identify the number of administrative personnel (each year for the first three years) and their oversight responsibilities related to the following areas:
 - i. Instruction,
 - ii. Curriculum and Assessment (mandated State testing),
 - iii. Staff Development,
 - iv. Financial Management,
 - v. Contracted Services,
 - vi. Personnel,
 - vii. Grants Management, and
 - viii. Student Information System (SIS).
 (2 points)
- c) Identify critical skills or experience that will indicate the minimum qualification for fulfillment of those responsibilities. (2 points)
- d) Be consistent with all sections of the application package, including the staffing chart provided in section A.2 Target Population. (.5 points)

Operational Plan

B.3.1 Education Service Providers

All applicants are asked to declare whether they intend to contract with or have a governance relationship with an Education Service Provider (“ESP”). See Terms to Know.

Section Overview

The purpose of this section is to indicate if the Applicant expects to contract with an ESP. If such a relationship will exist, this section will describe the relationship between the Applicant and ESP.

Applicability Guidelines

Select the statement that is applicable and proceed as directed:

- ☐ The Applicant intends to contract with an ESP. Continue with the completion of this section.
- ☐ The Applicant does not intend to contract with or have a governance relationship with an ESP. Skip this section.

Required Exhibits

- Background information on the ESP including relevant performance data for all other schools that the ESP has managed, including any closed schools.
- A list of all other schools managed by the ESP, the state in which the schools are located, and contact information for the schools and their authorizers.
- A list of current expansion projects or charter applications the ESP is involved in or plans to submit by July 1, 2023.
- The service agreement as executed between the Applicant and the ESP (or template version if not yet executed).

Narrative Prompts and Evaluation Criteria

A response that meets the Board’s standard will fully address each of the following:

- a) Present a detailed explanation of how contracting with the ESP:
 - allows the Applicant to fulfill and further its mission and more effectively implement its program of instruction, and
 - meets the identified needs of the target population including improving pupil achievement.
 (2 points)
- b) Provide relevant performance data for other schools that the ESP has managed that demonstrates the ESP’s success in implementing the program of instruction and improving pupil achievement in a comparable population. (2 points)
- c) Provide a clear description of the services to be provided by the ESP consistent with the service agreement. (2 points)
- d) Ensure that the relationship between the ESP and Applicant entity described in the narrative is clearly consistent with the Articles of Incorporation and Bylaws in Section B.1. (.5 points)
- e) Describe the Applicant’s performance expectations for the ESP consistent with the service agreement, and a viable and adequate plan for how the Applicant will evaluate that performance and make determinations about maintaining a contract with the ESP. (1.5 points)
- f) Describe the ESP’s roles and responsibilities in relation to the Applicant consistent with the service agreement. (1 point)
- g) Ensure ESP-related costs are described in the Budget Assumptions and included in the Start-Up and Three-Year Operational Budget as appropriate. (.5 points)

Operational Plan

B.3.2 Contracted Services*Section Overview*

The purpose of this section is to identify all areas, if any, which may require the Applicant to seek ongoing outside expertise.

Narrative Prompts and Evaluation Criteria

A response that meets the Board's standard will fully address each of the following:

- a) Delineate all areas (e.g., business management, legal, IT, special education, curriculum development/alignment, etc.), for which the Applicant plans to contract with a service provider. (1 point)
- b) Identify the minimum professional qualifications and/or experience expected of those to be retained to perform each listed contracted service. (1 point)
- c) Provide specific sources for costs of each listed contracted service. (1 point)
- d) Describe how the costs associated with each listed contracted service are viable and adequate for the target population identified in A.2. (1 point)
- e) For each area that is identified as a contracted service, provide a justification for utilizing a contracted service or service provider versus employing a staff member meet the need.
- f) Ensure costs are described in the Budget Assumptions and included in the Start-Up and Three-Year Operational Budget as appropriate. (.5 points)

C. Business Plan

The Business Plan should provide an understanding of how the Applicant intends to develop and manage the school's financial operations to ensure a secured facility, appropriate personnel, and necessary instructional and operational resources to open and sustainably operate a school.

Each Section must be addressed in the Business Plan. Responses that meet the standard will adhere to the *Evaluation Criteria* for each section.

Sections:

- C.1 Facilities Acquisition
- C.2 Marketing and Student Enrollment
- C.3 Personnel
- C.4 Start-Up Budget
- C.5 Three-Year Operational Budget

Business Plan

C.1 Facilities Acquisition*Section Overview*

The purpose of this section is to provide a clear and comprehensive overview of the facility necessary to implement the program described in the application package, and the process for ensuring a facility is secured.

Required Exhibit

- Layout of Space (See Terms to Know)

Narrative Prompts and Evaluation Criteria

A response that meets the Board's standard will fully address each of the following:

- Identify a timeframe for securing an appropriate facility consistent with the Target Start Date identified on the Target Population Form. (2 points)
- Identify and describe the facility necessary to implement the program. Include square footage, number of classrooms, layout of space (floor plan), and location that will accommodate the number of anticipated students and class size as identified throughout the application package. (2 points)
- Ensure the Layout of Space is consistent with the narrative (.5 points)
- Ensure costs as described in the narrative are accounted for in the Start-Up and Three-Year Operational Budgets and fully described in the Assumptions. (1 point)
- Identify and explain costs associated with securing a facility and ensuring compliance with all applicable laws and regulations, including obtaining educational occupancy. (2 points)
- Be consistent with all sections of the application package (.5 points)
- If a facility has not been secured:* Identify and provide documentation on a minimum of three available facilities within the target market that will allow implementation of the program of instruction and support the student population and class size described in the application package. (2 points)
- For an already acquired facility, purchased land or proposed build only:* Explain how the facility will allow implementation of the program of instruction and support the student population and class size described in the application package. (2 points)

- h) For an already acquired facility, purchased land or proposed build only: Describe any financial arrangements that have been made for securing the facility. (2 points)

Business Plan

C.2 Marketing and Student Enrollment*Section Overview*

The purpose of this section is to provide a clear and comprehensive overview of the school's marketing plan and proposed enrollment practices for school.

Enrollment of students cannot begin until the charter contract is signed.

Required Exhibit:

- Enrollment form to be used at the school

Narrative Prompts and Evaluation Criteria

A response that meets the Board's standard will fully address each of the following:

- Provide a viable and adequate timeframe for recruiting students consistent with the start-up date of the proposed school identified on the Target Population Form. (1 point)
- Provide a clear and comprehensive plan that is viable and adequate to support the number of students included in the Three-Year Operational Budget. (2 points)
- Provide clear and specific sources for costs associated with the marketing plan. (1 point)
- Describe how the costs associated with the marketing plan are viable and adequate to attract the projected student population identified in Year 1 of the Three-Year Operational Budget. (2 points)
- Ensure costs as described in the narrative are accounted for in the Start-Up and Three-Year Operational Budgets and fully described in the Budget Assumptions. (1 point)
- Describe the proposed fair and equitable admission requirements. List and describe all documents that will be required in the enrollment packet. (2 points)
- Describe enrollment procedures that are compliant with A.R.S. § 15-184, including the timeframe, process used if capacity is insufficient to enroll all students, and documentation collected for student registration once a student is admitted to the school. (1 point)
- Identify the enrollment targets, including the minimum and maximum projected enrollment at each grade level that will be set, and how these targets were determined. (1 point)
- Ensure all processes, procedures, and documentation used in the enrollment process are compliant with all applicable state and federal statutes, Rules, and policies. (1 point)

Business Plan

C.3 Personnel*Section Overview*

The purpose of this section is to identify the personnel necessary to implement the program of instruction and operate the charter school.

Narrative Prompts and Evaluation Criteria

A response that meets the Board's standard will fully address each of the following:

- a) Provide a clear and comprehensive staffing plan, including the minimum professional qualifications and/or experience for each position. Ensure consistency with the staffing chart provided in A.2 Target Population. (2 points)
- b) Describe how the staffing plan is adequate for the effective implementation of the program of instruction and operation of the charter school as described, including:
 - The grades and number of students to be served in each of the first three years of operation, and
 - The number of each type of instructional and non-instructional personnel each year.
 (2 points)
- c) Describe a compensation and benefits plan that supports personnel qualifications and experience required to support the program of instruction. (1 point)
- d) Provide a detailed plan to recruit, hire, and train instructional staff consistent with the start-up of the school. (2 points)
- e) Describe how the process for recruiting initial instructional staff and the identified salaries in the Three-Year Operational Budget result in a staff qualified to effectively implement the program of instruction. (2 points)
- f) Ensure all salaries and Employee Related Expenses (ERE) described in the narrative are accounted for in the Start-Up and Three-Year Operational Budgets and fully described in the Budget Assumptions. (1 point)

Business Plan

C.4 Start-Up Budget*Section Overview*

The purpose of this section is to provide a viable and adequate budget along with clear and comprehensive assumptions that covers expenses that will occur in the start-up process, before state equalization revenue is received.

Required Exhibits

- Start-Up Budget Template
- Start-Up Budget Assumptions

Required Exhibits (to be uploaded and saved into the Verifiable Proof of Secured Funds Field)

- Verifiable Proof of Secured Funds form for each source of revenue.
- Documentation to support any agreement, donation, or loan that supports the budget.

Narrative Prompts and Evaluation Criteria

A response that meets the Board's standard will fully address each of the following:

- a) List only sources of start-up revenue fully supported by Verifiable Proof of Secured Funds documentation. (2 points)
- b) List expenditures to cover the start-up plans described in the application package. (2 points)
- c) Demonstrate through the assumptions that the amounts listed are viable and adequate. (2 points)
- d) Ensure revenues cover expenditures. (2 points)
- e) Ensure that timeframes described in all sections of the application package are consistent with timeframes listed on the Start-Up Budget. (1 point)
- f) Be consistent with all sections of the application package. (1 point)

Business Plan

C.5 Three Year Operational Budget*Section Overview*

The purpose of this section is to provide a viable and adequate budget along with clear and comprehensive assumptions that cover expenses projected to occur during the first three years of operation.

Required Exhibits

- Three Year Operational Budget Template
- Projected Revenue Calculator for Years 1, 2, & 3
- Three Year Operational Budget Assumptions

Narrative Prompts and Evaluation Criteria

A response that meets the Board's standard will fully address each of the following:

- a) List expenditures to cover the Educational Plan, Operational Plan, and Business Plan described in the application package. (2 points)
- b) Ensure state equalization detailed in the Projected Revenue Calculator is consistent with the Target Population and the student count by grade level. (2 points)
- c) (If student count add-ons are used in determining projected revenue) Provide an adequate rationale for using the student count add-on levels in the Projected Revenue Calculator in the assumptions that is consistent with the target population described in Section A.2. (2 points)
- d) Provide an adequate rationale for the percent of full enrollment used as the basis of the budget for Year 1 consistent with Section C.2. (2 points)
- e) Demonstrate through the assumptions that the amounts listed are viable and adequate. (2 points)
- f) If operational revenue is used to pay for expenses incurred during the start-up period, clearly describe in the assumptions the sources of costs and repayment terms. (2 points)
- g) Ensure revenues cover expenditures. (2 points)
- h) Be consistent with all sections of the application package. (1 point)

Checklist

Ensure you have completed all these steps before submitting your application package.

<input type="checkbox"/>	Read and signed the “Applicant Agreement Information” form
<input type="checkbox"/>	Completed “Applicant Information Form”
<input type="checkbox"/>	Completed “Target Population Form”
<input type="checkbox"/>	Completed “A. 1 Educational Philosophy” section
<input type="checkbox"/>	Completed “A.2 Target Population” section and Required Exhibits
<input type="checkbox"/>	Completed “A.3 Program of Instruction” section
<input type="checkbox"/>	Completed “A.3.1 Mastery and Promotion” section <i>(only if serving grades K–8)</i>
<input type="checkbox"/>	Completed “A.3.2 Course Offerings and Graduation Requirements” section and Required Exhibit <i>(only if serving grades 9-12)</i>
<input type="checkbox"/>	Completed “A.4 School Calendar and Weekly Schedule” section and Required Exhibits
<input type="checkbox"/>	Completed “A.5 Academic Systems Plan” section and Required Exhibit
<input type="checkbox"/>	Completed “A.6 Instructional Analysis” section and Required Exhibits, including applicable grade spans
<input type="checkbox"/>	Completed “B.1 Applicant Entity” section and Required Exhibits, including legal documentation establishing entity
<input type="checkbox"/>	Completed “B.2 School Governing Body” section
<input type="checkbox"/>	Completed “B.3 Management & Operation” section and Required Exhibits <i>(if applicable)</i>
<input type="checkbox"/>	Completed “B.3.1 Education Service Providers” section <i>(only if applicable)</i> including Required Exhibits
<input type="checkbox"/>	Completed “B.3.2 Contracted Services” section
<input type="checkbox"/>	Completed “C.1 Facilities Acquisition” section, including layout of space.
<input type="checkbox"/>	Completed “C.2 Marketing and Student Enrollment” section, including Required Exhibit
<input type="checkbox"/>	Completed “C.3 Personnel” section
<input type="checkbox"/>	Completed “C.4 Start-Up Budget” section, including Required Exhibits
<input type="checkbox"/>	Completed “C.5 Three Year Operational Budget” section, including Required Exhibits

Appendices

A. Terms to Know

B. Forms

C. Applicant Interview Guidance

D. Google Drive Upload Instructions

A. Terms to Know

- **Authorized Representative:** An individual with the power to bind an applicant contractually according to the applicant's Articles of Incorporation, operating agreement, or by-laws. This individual will be the primary point-of-contact for communications regarding the application.
- **Board's Academic Performance Expectations:** A charter holder meets the Board's academic performance expectations if all schools operated by the charter holder receive an Overall Rating of "Meets Standard", "Above Standard" or "Exceeds Standard" in the most recent fiscal year that State achievement profiles are available as measured by the Academic Performance Framework, which is described in the *Academic Performance Framework and Guidance*, available on <https://asbcs.az.gov/school-resources/academic-performance> under "Performance Expectations".
- **Charter:** A legally binding contract between the Arizona State Board for Charter Schools and an approved Applicant. A sample may be viewed at <https://asbcs.az.gov/applicant-resources> under "Sample New Charter Contract".

- **Day:** A business day.
- **Education Service Provider ("ESP"):** Any number of organizations that contract with or have a governance relationship with the Applicant entity to provide comprehensive services. The main types of ESPs that serve charter schools are Education Management Organizations ("EMOs") and Charter Management Organizations ("CMOs").
- **Fingerprint Clearance Card ("FCC"):** A card issued by the Arizona Department of Public Safety and valid at the time of submission of the application package.

For a Principal or Authorized Representative with a valid Fingerprint Clearance Card ("FCC") that will expire during the review process, a copy of the FCC renewal application must be submitted by email to charterschoolboard@asbcs.az.gov, with the Applicant name indicated, prior to expiration of the FCC. Upon issuance of the renewed FCC, a copy must be submitted by email to charterschoolboard@asbcs.az.gov, with the Applicant name indicated.

- **Governing Body:** Responsible for the policy decisions of the school, as described in A.R.S. § 15-183(E)(8).
- **Layout of Space:** A floor plan of the facilities clearly indicating internal building dimensions (including dimensions of individual rooms) that demonstrates an appropriate facility for implementation of the Program of Instruction.
- **Legal Document Establishing Entity:** Must be a filing with the Arizona Corporation Commission, unless otherwise described, establishing that the entity applying for the charter has authority to do business in Arizona. If this document refers to an entity domiciled outside Arizona, the application must also include documents on file with the domicile state, as amended.
- **Principal:** Any officer, director, partner, or member of the corporate board of the entity applying for a charter at the time of submission of the application package.
- **Required Standard:** The specific Standard from Arizona Academic Standards - English Language Arts and Mathematics, or Science - identified in the application to be used in the Instructional Analysis for a given grade level and content area.
- **School Calendar:** A school may choose between two types of school calendars, as set by statute. Instruction must begin on or after July 1 and end no later than June 30.

- **Standard:** A standard calendar, as described by A.R.S. § 15-341.01, consists of a traditional school calendar of one session per day meeting 4-5 days per week, or
- **Extended:** An extended calendar, as described by A.R.S. § 15-902.04, provides two hundred days of instruction, with the annual instructional hours increased by 10%.
- **Section:** A numbered subdivision of the application, including narrative sections (e.g., A.3.2 Course Offerings and Graduation Requirements, C.4 Start-Up Budget).
- **State Equalization:** The per-pupil funding provided by the State.
- **Sufficiently Qualified:** The Board's determination that an Applicant's knowledge, experience, qualifications, current and prior charter compliance, capacity, personal and professional background, and creditworthiness indicate an ability to implement a charter and operate a charter school in accordance with federal and state law and the performance expectations established by the Board.
- **Technical Assistance:** General or specific assistance from Board staff, either written or verbal, and including workshops or webinars and scoring rubrics provided by the Technical Review Panel (TRP).
- **Technical Review Panel ("TRP"):** Individuals approved by the Executive Director of the Board who use their expertise in charter school development, curriculum, and finance to assist the Executive Director by conducting an evaluation of an application package.

B. Forms

On February 13, 2023, the Board approved the New Charter Application, which includes templates and forms designated by the Board. Templates and forms must not be altered from the approved content. A new charter application package may be deemed Administratively Incomplete if it contains modifications to the content, format, or sequence of the templates or forms, or if it contains templates or forms that were approved for use in a prior fiscal year.

This appendix provides the forms that are required for the application. Each individual section identifies which of these specific forms is required to be included with the application package.

- *Refer to the Formatting Requirements when creating, saving, and uploading files.*

The following forms are included in this section:

- **Letter of Intent**

All prospective new charter applicants must submit a complete Letter of Intent to engage in the New Charter Application process for the 2024-2025 application cycle. The Letter of Intent is the Applicant's communication to Board staff that it intends to submit a new charter application.

- **New Charter Application Fee**

An application processing fee ("Fee") is required to complete the submission of a new charter application package, including those submitted through the alternative submission process. The Fee of \$6,500, in the form of an Automated Clearing House ("ACH") transfer. An ACH is an electronic fund transfer made between banks and credit unions across what is called the Automated Clearing House network, and is used for all kinds of fund transfer transactions, including direct deposit of paychecks and monthly debits for routine payments.

See the section titled "Application Processing Fee" for Additional Information.

- **Verifiable Proof of Secured Funds (VPSF)**

For each source of funding listed on the Start-Up Budget, the Verifiable Proof of Secured Funds consent form is to be completed and signed by the financial institution and account holder (or authorized signer for an organizational account). The form may be duplicated as necessary, scanned and uploaded with the application package.

- **Cover Page**

The Authorized Representative of the Applicant must read, understand, and agree to the Applicant Agreement found on the cover page. The form must be signed and dated by an Authorized Representative, as listed on the Applicant Information Form.

- **Applicant Information Form**

This form provides key information about the Applicant Entity, its corporate structure and key individuals involved in the entity's operations. Follow the directions on the form and ensure all areas are complete and accurate.

- **Authorized Representative and/or Charter Principal Documentation Form**

This form must be provided for each individual named as an Authorized Representative and/or Charter Principal on the Applicant Information Form. Follow the directions on the form, confirm that all areas are complete and accurate, and ensure that the required documentation is uploaded for the individual.

- **Affidavit, Disclosure and Consent for Background and Credit Check**

An Affidavit, Disclosure, and Consent for Background and Credit Check must be completed for each Authorized Representative or Principal listed in the application package. Each form must be signed and dated by the individual named on the form. The form must be notarized before it is scanned and uploaded with the application package.

- **Background Information Sheet**

Both pages of the Background Information Sheet must be completed for each Authorized Representative or Principal listed in the application package. Information included on the Background Information Sheet must be consistent with that found on the résumé and transcripts. The form may be duplicated as necessary, scanned, and uploaded with the application package.

- **Waiver of Online Submission of Application for a New Charter**

To use the Alternate Submission Process described in the application, complete, sign, and notarize this Waiver. The completed Waiver must be received by the ASBCS office no later than close of business, Wednesday, April 3, 2023. The Waiver must be delivered by hand delivery, FedEx or UPS to the ASBCS office at 1700 W. Washington St., Suite 304, Phoenix, AZ, 85007.

- **Target Population Form**

The Target Population Form must be submitted to communicate information about the students and families the charter plans to serve. The form should be completed following the information in the New Charter Application instructions, and must be complete and accurate.

- **Enrollment Matrix**

On the Enrollment Matrix, the Applicant will identify three-year enrollment projections. The enrollment projections will outline the number of projected student in each grade level within the first three years, and the total number of students must not exceed the enrollment caps requested for the first three years.

- **Staffing Chart**

On the Staffing Chart, the Applicant will identify the anticipated three-year staffing plan. Identify the number of staff members including administrative, instructional, and non-instructional staff, as well as the sum total at the bottom of the chart.

- **Academic Systems Plan (“ASP”) Template**

Use the ASP template to thoroughly detail the school’s strategic plan for creating and implementing integrated systems using data in the areas of Curriculum, Assessment, Monitoring Instruction, and Professional Development. A sample of the ASP template is provided in this appendix. However, a fillable word document is available on the ASBCS website.

- **Instructional Analysis Templates**

Applicants must submit instructional analysis documents to demonstrate capacity to provide quality instruction. For each grade span served, ensure the appropriate documents are provided, as indicated in section A.6 of the Application. A sample of the Instructional Analysis templates are provided in this appendix. However, a fillable word document is available on the ASBCS website.

- **Start-up Budget Template**

Provide a budget to cover expenses projected to occur during the start-up period (until August 1 of the year the school opens). A sample of the Start-up Budget Template is provided in this appendix. However, a fillable Excel template is available on the ASBCS online application wizard.

- **Three-Year Operational Budget Template**

Applicants must submit a viable and adequate budget to cover expenses projected to occur during the first three years of operation. Ensure that state equalization revenue is consistent with the number and demographics of the target population. A sample of the Three-Year Operational Budget Template is provided in this appendix. However, a fillable Excel template is available on the ASBCS website.

- **Projected Revenue Calculator**

Provide a Projected Revenue Calculator that demonstrates the projected revenue of the school, as determined by the projected student counts. The numbers in this form are generated based on formulas from the Auditor General's Office.

Arizona State Board for Charter Schools

New Charter Letter of Intent



All prospective new charter applicants must submit a complete Letter of Intent to engage in the New Charter Application process for the 2024-2025 application cycle. The Letter of Intent must be submitted on the required form posted and available on the Board's website.

The Letter of Intent is the Applicant's communication to Board staff that it intends to submit a new charter application. Upon receipt of the Letter of Intent, Board staff will create a Google Drive for submission specifically for the Applicant. Within 10 business days of receipt of a complete Letter of Intent, Board staff will notify the Applicant by email of its receipt and provide an access link to the Google Drive for submission.

Failure to submit the Letter of Intent by the specified deadline, April 3, 2023 at 12:00 p.m. will exclude the Applicant from the 2024-2025 application cycle.

In accordance with the policies of the Arizona State Board for Charter Schools, please accept our Letter of Intent to submit an application for a new charter school during the 2024-2025 application cycle.

Name of Applicant Entity	
Authorized Representative Name	
Proposed School Name	
Anticipated Start Date	
Proposed Grade Levels	
Proposed Enrollment Cap	
Proposed School Location (City)	
Will the Proposed School be an AOI (Arizona Online Instruction) School?	<input type="checkbox"/> Yes <input type="checkbox"/> No

I certify that I have the authority to submit this Letter of Intent and that all information contained herein is complete and accurate. The person named as the contact person for the application is so authorized to serve as the primary contact for this application on behalf of the organization.

Authorized Representative Signature

Date

New Charter Application Fee

Instructions:

An application processing fee ("Fee") is required to complete the submission of a new charter application package, including those submitted through the alternative submission process. The Fee of \$6,500, in the form of an Automated Clearing House ("ACH") transfer. An ACH is an electronic fund transfer made between banks and credit unions across what is called the Automated Clearing House network, and is used for all kinds of fund transfer transactions, including direct deposit of paychecks and monthly debits for routine payments.

See the section titled "Application Processing Fee" for Additional Information.

Date: _____

New Charter Applicant Name: _____

Authorized Representative Name: _____

Contact Phone Number: _____

Email Address: _____

Amount: \$ _____

Account Holder Name: _____

Bank Name: _____

Date of Transfer: _____

Verifiable Proof of Secured Funds

Instructions

For each source of funding the Applicant is listing on the Start-Up Budget, the Verifiable Proof of Secured Funds consent form is to be completed and signed by the financial institution and account holder (or authorized signer for an organizational account). Availability of these funds will be confirmed at the time of the Administrative Completeness Check, and again before the application package is forwarded to the Board for consideration.

One signed original form is required to be uploaded for each individual/organizational account contributing to the start-up funds for the Applicant. This form may be copied as necessary.

If these funds are in the form of a grant or loan from an organization, this form must be submitted and accompanied by an official letter, on letterhead and signed by an officer of the organization, specifying the amount and terms of the grant or loan.

If these funds are a personal loan or gift from an individual or individuals not listed in the application package as a charter principal or authorized representative, this form must be submitted and accompanied by a signed, notarized letter from the individual(s) specifying the amount and terms of the gift or loan.

An application package that does not have all sources of start-up funding accounted for with these forms will be deemed Administratively Incomplete.

Verifiable Proof of Secured Funds

Applicant Name: _____

Financial Institution: _____ Branch: _____

Financial Institution Contact Name (Account Manager): _____

Address: _____

Phone Number _____ Email: _____

Account Holder Type: ☐ Individual ☐ Joint ☐ Organization

Account Holder Name(s): _____

If organizational account: name, position, and contact number of authorized signer: _____

Account Type: ☐ Checking ☐ Savings ☐ Other (description): _____

Last four numbers of account #: _____ Minimum Funds Available for Start-Up: \$ _____

By signing below, the Account Holder verifies that the funds identified above are available on the date of signing, and authorizes staff of the Arizona State Board of Charter Schools to verify with the financial institution that the Minimum Funds Available for Start-Up listed above are available immediately prior to the Board's consideration of the new charter application package submitted by the Applicant.

Printed name of Account Holder or Authorized Signer_____
Account Holder/Authorized Signature Date_____
Printed name of second Account Holder (joint account)_____
Account Holder Signature Date*By signing below, the Account Manager verifies:*

1. *that the funds identified above are available on the date of signing, and*
2. *that presentation of this form, signed by the Account Holder, will be sufficient documentation for future verification of the same amount when requested by staff of the Arizona State Board of Charter Schools, which will occur prior to the Board meeting when this application will be considered.*

Printed name of Account Manager_____
Account Manager Signature Date

This form may be duplicated as necessary

Arizona State Board for Charter Schools

New Charter Applicant Cover Page



Applicant Agreement

I certify all information contained in this application package is complete and accurate, realizing that any misrepresentation could result in disqualification from the charter application process or revocation after award. I understand that incomplete application packages 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.

The Applicant acknowledges that the Principals 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 if approved to operate a charter school, the Applicant must execute a charter contract with the Arizona State Board for Charter Schools ("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 new charter expires.

The Applicant acknowledges that if approved to operate a charter school, the Applicant must begin providing educational instruction 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.

Authorized Representative Name (Print)	
Authorized Representative Signature	
Date	

Arizona State Board for Charter Schools

Applicant Information Form



Applicant Information	
Name of Applicant Entity	
Mailing Address of the Applicant Entity	
Day Time Phone	
Proposed School Name	
County (in which the school will be located)	

Entity Structure:

Provide information regarding the Authorized Representatives and Charter Principals of the Applicant Entity.

Below, identify any individuals that are an Authorized Representative and/or Charter Principal of the Applicant Entity. Documentation is required for each individual, as indicated in the New Charter Application Instructions. You will need to provide an Authorized Representative and/or Charter Principal Form for each Authorized Representative and Charter Principal. Follow the directions on that form regarding additional submission requirements for these individuals.

Authorized Representative(s)	
First and Last Name	Email address

Charter Principal(s)	
First and Last Name	Email address

Applicant Information Form

Form of Organization

Check the box that accurately represents the type of entity that will hold the charter.

- ☐ Non Profit Corporation
☐ For Profit Corporation
☐ Partnership
☐ Sole Proprietor
☐ Tribal Entity
☐ Government Entity

School Governing Body

Provide information regarding the governance structure of the entity, as it relates to the governing body of the school that will be operated under the charter contract by the Applicant. Pursuant to A.R.S. §15-183(E)(8), the school governing body of a charter school is responsible for the policy decisions of the school.

What will be the governance structure of the entity?

Check the box of the statement that will accurately represent the governance structure of the entity after approval (only check one box).

- | | |
|---|---|
| <input type="checkbox"/> The corporate board and the school governing body are one and the same. <i>(If this option is chosen, skip the next section)</i> | <input type="checkbox"/> The corporate board is separate from the school governing body. <i>(If this option is chosen, complete the next section)</i> |
|---|---|

Name, Type, Number

Enter the first and last name of each individual that will serve as the member type identified below. Identify the type of members that will comprise the school governing body. Complete for each school governing body member. Repeat this process for each member that will serve on the school governing body.

First and Last Name	Type	
	<input type="checkbox"/> Charter Organization <input type="checkbox"/> School Staff <input type="checkbox"/> Parent <input type="checkbox"/> Community <div style="display: inline-block; vertical-align: top; width: 150px;"> <input type="checkbox"/> Other <input type="checkbox"/> Ex-Officio Member <input type="checkbox"/> Non-Voting Member </div>	<input type="checkbox"/> Non-Voting Advisory Member <input type="checkbox"/> Alternate Member <input type="checkbox"/> Honorary Member
	<input type="checkbox"/> Charter Organization <input type="checkbox"/> School Staff <input type="checkbox"/> Parent <input type="checkbox"/> Community <div style="display: inline-block; vertical-align: top; width: 150px;"> <input type="checkbox"/> Other <input type="checkbox"/> Ex-Officio Member <input type="checkbox"/> Non-Voting Member </div>	<input type="checkbox"/> Non-Voting Advisory Member <input type="checkbox"/> Alternate Member <input type="checkbox"/> Honorary Member
	<input type="checkbox"/> Charter Organization <input type="checkbox"/> School Staff <input type="checkbox"/> Parent <div style="display: inline-block; vertical-align: top; width: 150px;"> <input type="checkbox"/> Other <input type="checkbox"/> Ex-Officio Member <input type="checkbox"/> Non-Voting Member </div>	<input type="checkbox"/> Non-Voting Advisory Member <input type="checkbox"/> Alternate Member <input type="checkbox"/> Honorary Member

Applicant Information Form

	<input type="checkbox"/> Community	
	<div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> Charter Organization <input type="checkbox"/> School Staff <input type="checkbox"/> Parent <input type="checkbox"/> Community </div> <div> <input type="checkbox"/> Other <input type="checkbox"/> Ex-Officio Member <input type="checkbox"/> Non-Voting Member </div> </div>	<input type="checkbox"/> Non-Voting Advisory Member <input type="checkbox"/> Alternate Member <input type="checkbox"/> Honorary Member
	<div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> Charter Organization <input type="checkbox"/> School Staff <input type="checkbox"/> Parent <input type="checkbox"/> Community </div> <div> <input type="checkbox"/> Other <input type="checkbox"/> Ex-Officio Member <input type="checkbox"/> Non-Voting Member </div> </div>	<input type="checkbox"/> Non-Voting Advisory Member <input type="checkbox"/> Alternate Member <input type="checkbox"/> Honorary Member
	<div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> Charter Organization <input type="checkbox"/> School Staff <input type="checkbox"/> Parent <input type="checkbox"/> Community </div> <div> <input type="checkbox"/> Other <input type="checkbox"/> Ex-Officio Member <input type="checkbox"/> Non-Voting Member </div> </div>	<input type="checkbox"/> Non-Voting Advisory Member <input type="checkbox"/> Alternate Member <input type="checkbox"/> Honorary Member

Education Service Provider

Check the box of the statement that will accurately represent whether the entity intends to contract with an Education Service Provider (only check one box).

☐ The Applicant entity **intends to** contract with or have a governance relationship with an Education Service Provider.

☐ The Applicant entity **does not intend to** contract with or have a governance relationship with an Education Service Provider.

Arizona State Board for Charter Schools

New Charter Application

Authorized Representative and/or Charter Principal Information Form



Applicant Information	
Name of Applicant Entity	
Proposed School Name	

Documentation for Authorized Representative and/or Charter Principal:

This form is required for each individual that will serve as an Authorized Representative or Charter Principal, as indicated in the Application for a New Charter Instructions. In the Authorized Representatives and Charter Principals folder, upload this form and a PDF copy of each of the following documents for the individual:

- Current Fingerprint Clearance Card ("FCC") issued by DPS;
- An Affidavit, Disclosure, and Consent for Background and Credit Check form, which must be completed, signed, and notarized;
- A Background Information Sheet;
- A Current Resume; and
- Verification of Coursework/Degree (copies of diplomas do not meet this requirement).

If a Charter Representative and/or Principal is a current Charter Representative or Principal of an operating charter in the Board's portfolio and current information is already on file with the ASBCS, email Board staff at charterschoolboard@asbcs.az.gov. Staff will provide an email response confirming that current information is on file and is currently in compliance. Upload the email listing the documents currently on file with this form in the appropriate individual's folder.

Individual Information	
First and Last Name	
Last 4 Digits of SSN	
Email Address	
Mailing Address	
Day Time Phone	

Check the appropriate box(es) below	
<input type="checkbox"/>	This individual will serve as a Charter Principal (<i>Any officer, director, partner, or member of the corporate board of the Charter Holder</i>)
<input type="checkbox"/>	This individual will serve as an Authorized Representative

Affidavit, Disclosure, and Consent for Background and Credit Check

Complete this form for each Authorized Representative and Principal listed in the application package. Duplicate as needed and print each form separately. Have each form signed and dated by the Authorized Representative or Principal and notarized.

Name of Applicant Entity: _____

Name: _____ Social Security Number*: _____

Street Address: _____

City: _____ State: _____ Zip: _____

Phone: _____ Date of Birth: _____ Place of Birth: _____

With signature below, permission is hereby granted to complete the background and credit check of the individual above.

Please check the appropriate answer to each question below.

<p>1. Have you ever been convicted of or pled “no contest” for any violation of law other than minor traffic offenses? If either event has occurred, you must answer YES. If the conviction has been set aside, the charges must be disclosed. Please give details on a separate signed, notarized and dated sheet.</p>	<p>Yes <input type="checkbox"/> No <input type="checkbox"/></p>
<p>2. Have you ever been convicted of, admitted committing, or are you awaiting trial on any of the following criminal offenses in this state or similar offenses in another jurisdiction: (1) Sexual abuse of a minor, (2) Incest, (3) First or second degree murder, (4) Kidnapping, (5) Arson, (6) Sexual assault, (7) Sexual exploitation of a minor, (8) Contributing to the delinquency of a minor, (9) Commercial sexual exploitation of a minor, (10) Felony offenses involving sale, distribution or transportation of, offer to sell, transport or distribute marijuana or dangerous or narcotic drugs, (11) Felony offenses involving the possession or use of marijuana or dangerous or narcotic drugs, (12) Misdemeanor offenses involving the possession or use of marijuana or dangerous drugs, (13) Burglary in the first degree, (14) Burglary in the second or third degree, (15) Aggravated or armed robbery, (16) Robbery, (17) A dangerous crime against children as defined in A.R.S. § 13-705, (18) Child abuse, (19) Sexual conduct with a minor, (20) Molestation of a child, (21) Manslaughter, (22) Aggravated assault, (23) Assault, or (24) Exploitation of minors involving drug offenses? If YES, submit certified court record and details of incident(s), signed, notarized and dated.</p>	<p>Yes <input type="checkbox"/> No <input type="checkbox"/></p>
<p>3. Have you ever declared bankruptcy? Please give details on a separate signed, notarized and dated sheet.</p>	<p>Yes <input type="checkbox"/> No <input type="checkbox"/></p>

I DO SOLEMNLY SWEAR OR AFFIRM THAT THE FOREGOING INFORMATION IS TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE. FURTHERMORE, SHOULD ANY PART OF THE INFORMATION HEREIN PROVIDED PROVE TO BE FALSE, I RECOGNIZE THAT IT SHALL BE JUST CAUSE FOR THE ARIZONA STATE BOARD FOR CHARTER SCHOOLS TO DENY THE APPLICATION SUBMITTED BY THE ABOVE LISTED APPLICANT.

Signature _____

Notary: Subscribed and sworn before me this _____ day of _____ Year _____

County of _____ State of _____

Notary Public Signature _____ My Commission Expires _____

*Disclosure of your social security number is voluntary and is requested by the Arizona State Board for Charter Schools pursuant to its legislative authorization under A.R.S. § 15-182(E) in order to verify the information supplied in your application package and to determine your qualifications to operate a charter school. No statute or other authority requires that you disclose your social security number for that purpose. Failure to disclose your social security number may, however, result in a denial of the application.

Background Information Sheet

Provide the following information for each Authorized Representative and Principal listed in the application package. This form may be duplicated as many times as necessary.

Full Name (First, Middle, Last)		Other Names Used (Maiden names, AKA, etc.)	
Social Security Number (xxx-xx-xxxx)*		Date of Birth (Month/Day/Year)	
Residential Address			
City	State	Zip	Phone Number
Mailing Address (if different from above)			
City	State	Zip	Phone Number
Email Address			

List each CITY, STATE and ZIP CODE you have lived in within the past seven years, including your current address.

City	State	Zip Code	From Mo/Yr	To Mo/Yr

* The voluntary disclosure of your social security number is requested by the Arizona State Board for Charter Schools pursuant to its legislative authorization under A.R.S. § 15-182(E) in order to verify the information supplied in your charter application package and to determine your qualifications to operate a charter school. No statute or other authority requires that you disclose your social security number for that purpose. Failure to disclose your social security number may, however, result in a denial of your charter application or amendment.

Continue on Page 2

Background Information Sheet, Page 2

Name of Individual (Authorized Representative/Principal): _____

If applicable, list the **highest-level** post-secondary institution attended and degree earned or coursework/certification completed. If no post-secondary education is indicated on your resume, write N/A in "Institution Name."

Institution Name	Dates Attended	Degree Earned	Major
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List the last FIVE YEARS of employment. List and describe any gaps in employment within the last five years.

Company Name		Position Held		
Address	City	State	Zip Code	Phone Number
Date Employed From: (Month/Year)	Date Employed To: (Month/Year)		Supervisor/Contact:	

Company Name		Position Held		
Address	City	State	Zip Code	Phone Number
Date Employed From: (Month/Year)	Date Employed To: (Month/Year)		Supervisor/Contact:	

Company Name		Position Held		
Address	City	State	Zip Code	Phone Number
Date Employed From: (Month/Year)	Date Employed To: (Month/Year)		Supervisor/Contact:	

Company Name		Position Held		
Address	City	State	Zip Code	Phone Number
Date Employed From: (Month/Year)	Date Employed To: (Month/Year)		Supervisor/Contact:	

Duplicate and add employment fields as necessary.

Waiver of Online Submission of Application for New Charter

To use the Alternate Submission Process described in the application, complete, sign, and notarize this Waiver. The completed Waiver must be **received** by the ASBCS office no later than close of business, Wednesday, April 3, 2023. The Waiver must be delivered by hand delivery, FedEx or UPS to the ASBCS office at 1700 W. Washington St., Suite 304, Phoenix, AZ, 85007.

Name of Applicant: _____

Name of Authorized Representative: _____

Mailing Address: _____

City: _____ State: _____ Zip: _____

Phone: _____ Email Address: _____

Initial each section below to indicate acceptance of the terms of the Waiver.

1. I understand that an original of this waiver, signed by an Authorized Representative of the Applicant and notarized, must be received by the Arizona State Board for Charter Schools (ASBCS) office no later than close of business, Wednesday, April 3, 2023 , for the application package to qualify for submission through the Alternative Submission Process.	_____ Initial to indicate acceptance.
2. I understand that by submitting this waiver, the Applicant waives the right to have any application package submitted by the Applicant through the ASBCS Google Drive considered by the ASBCS during the current application cycle.	_____ Initial to indicate acceptance.
3. I understand that by using the Alternative Submission Process, the deadline for the receipt of my application package by the office of the ASBCS is close of business, Wednesday, May 10, 2023 .	_____ Initial to indicate acceptance.
4. I understand that the Alternative Submission of my application package must: <ul style="list-style-type: none"> • Include all required narrative sections, exhibits, and attachments, with clearly labeled file names, • Include completed Alternative Submission forms, • Follow all formatting requirements specified in the instructions, • Include a copy of the Acknowledgement of Timely Receipt email from ASBCS staff, and • Be received on a clearly labeled USB flash drive by the ASBCS office no later than close of business, Wednesday, May 10, 2023. 	_____ Initial to indicate acceptance.
5. I understand that an application processing fee ("Fee") is required to complete the submission of a new charter application package. The fee of \$6,500, must be submitted via Automated Clearinghouse Transfer within five business days of notification that the application package submission is sufficient to be deemed administratively complete.	_____ Initial to indicate acceptance.
6. I understand that should the complete application package and Fee not be received by the ASBCS office by close of business on Wednesday, May 10, 2023 , the Applicant's application package will not be processed.	_____ Initial to indicate acceptance.

I do solemnly swear or affirm that the foregoing information provided by me for the above listed Applicant is true and correct.

Applicant Authorized Representative's Signature _____

Notary: Subscribed and sworn before me this _____ day of _____ Year _____

County of _____ State of _____

Notary Public Signature _____ My Commission Expires _____

Arizona State Board for Charter Schools

New Charter Target Population Form



Mission Statement <i>Provide the mission statement of the proposed school.</i>		
Grades Served and Enrollment Cap <i>Indicate the Applicant's plan for the first three years of operation.</i>		
Grades Served Year One	<input type="checkbox"/> K	<input type="checkbox"/> 7
	<input type="checkbox"/> 1	<input type="checkbox"/> 8
	<input type="checkbox"/> 2	<input type="checkbox"/> 9
	<input type="checkbox"/> 3	<input type="checkbox"/> 10
	<input type="checkbox"/> 4	<input type="checkbox"/> 11
	<input type="checkbox"/> 5	<input type="checkbox"/> 12
	<input type="checkbox"/> 6	
Enrollment Cap Year One		
Grades Served Year Two	<input type="checkbox"/> K	<input type="checkbox"/> 7
	<input type="checkbox"/> 1	<input type="checkbox"/> 8
	<input type="checkbox"/> 2	<input type="checkbox"/> 9
	<input type="checkbox"/> 3	<input type="checkbox"/> 10
	<input type="checkbox"/> 4	<input type="checkbox"/> 11
	<input type="checkbox"/> 5	<input type="checkbox"/> 12
	<input type="checkbox"/> 6	
Enrollment Cap Year Two		
Grades Served Year Three	<input type="checkbox"/> K	<input type="checkbox"/> 7
	<input type="checkbox"/> 1	<input type="checkbox"/> 8
	<input type="checkbox"/> 2	<input type="checkbox"/> 9
	<input type="checkbox"/> 3	<input type="checkbox"/> 10
	<input type="checkbox"/> 4	<input type="checkbox"/> 11
	<input type="checkbox"/> 5	<input type="checkbox"/> 12
	<input type="checkbox"/> 6	
Enrollment Cap Year Three		
Grades Served Year Four and Beyond	<input type="checkbox"/> K	<input type="checkbox"/> 7
	<input type="checkbox"/> 1	<input type="checkbox"/> 8
	<input type="checkbox"/> 2	<input type="checkbox"/> 9
	<input type="checkbox"/> 3	<input type="checkbox"/> 10
	<input type="checkbox"/> 4	<input type="checkbox"/> 11
	<input type="checkbox"/> 5	<input type="checkbox"/> 12
	<input type="checkbox"/> 6	

School Year Information*Provide information below about the plans for the Applicant's school year.*

School Calendar	<input type="checkbox"/> Standard <input type="checkbox"/> Extended
Instructional Days	
Target Start Date	



Enrollment Matrix for New Charter Applicants

Complete the table to provide the target enrollment for the first three years of operation.

Directions*:

- In each box under the “Number of Students” columns, identify the number of students served per grade for the first three years of operation.
- In the “Total Enrollment” row, provide the total enrollment for each fiscal year. Ensure that this number is at or below the enrollment cap requested on the Target Population Form of the application package.

School Name:			
Number of Students			
Grade Level	Year One Target - FY__	Year Two Target - FY__	Year Three Target - FY__
Kindergarten			
1 st Grade			
2 nd Grade			
3 rd Grade			
4 th Grade			
5 th Grade			
6 th Grade			
7 th Grade			
8 th Grade			
9 th Grade			
10 th Grade			
11 th Grade			
12 th Grade			
Total Enrollment			



Staffing Chart for New Charter Applicants

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

Directions*:

- In each box under the “Number of Staff Members” columns, identify the number of staff members for each position/category for first three years of operation.

School Name:			
Number of Staff Members			
Position	Year One	Year Two	Year Three
Administration			
Kindergarten			
1 st Grade			
2 nd Grade			
3 rd Grade			
4 th Grade			
5 th Grade			
6 th Grade			
7 th Grade			
8 th Grade			
9 th Grade			
10 th Grade			
11 th Grade			
12 th Grade			
Specialty Staff (Music, Art, PE, etc.)			
Special Education			
Paraprofessional			
Additional Staff			
List title:			
List title:			
List title:			
Total Number of Staff Members			

Continue on page 2: Leadership Staffing Chart

Leadership Staffing Chart

Complete the table below to provide anticipated leadership for the proposed new school.

Directions:

- In the “Position Title” column, list the **title** of each leadership position at the school. Consider all individuals who will be part of the leadership team (e.g. principal, instructional coach, curriculum specialist, etc.).
- In the Yearly columns, list the **names** of the individuals that will hold each of the leadership positions during the first three years of operation. If the specific individual that will hold the position has not yet been identified, write “TBD” (to be determined) in the box for that position.

School Name:			
Leadership Team			
Position Title	Year One	Year Two	Year Three

Academic Systems Plan Template

Applicant Name: _____

Duration of the Plan: Begins July 1 and continues for two years

	Baseline (current performance of target population)	Predicted Target (expected performance in Year 1)
Math		
Reading		

Narrative for setting baseline figures

Describe the basis for setting baseline figures for math and reading that align with the proposed target population.

AREA I: Elements of a Comprehensive Curriculum System

Complete the plan for each of the five sections. Provide sufficiently detailed and implementable action steps that address each of the following elements of a comprehensive curriculum system:

- i. adoption of curriculum aligned to Arizona State Standards;
- ii. implementation of curriculum;
- iii. evaluation of curriculum
- iv. revision of curriculum; and
- v. adaptation to address the curriculum needs of subgroup populations.

For each Action Step you add, ensure all fields have been completed.

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Process for Implementing Action Step			

AREA II: Elements of a Comprehensive Assessment System

Complete the plan for each of the four sections. Provide sufficiently detailed and implementable action steps that address each of the following elements of a comprehensive assessment system to assess student performance:

- i. developing the assessment system;
- ii. analyzing assessment data at regular intervals;
- iii. adapted to meet the needs of subgroups; and
- iv. year to year comparison.

For each Action Step you add, ensure all fields have been completed.

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Process for Implementing Action Step			

AREA III: Monitoring Instruction

Complete the plan for each of the five sections. Provide sufficiently detailed and implementable action steps that address each of the following elements of a comprehensive system for monitoring instruction:

- i. monitoring instruction;
- ii. evaluating instructional practices;
- iii. providing feedback; and
- iv. conducting summative evaluations.

For each Action Step you add, ensure all fields have been completed.

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Process for Implementing Action Step			

AREA IV: Professional Development

Complete the plan for each of the four sections. Provide sufficiently detailed and implementable action steps that address each of the following elements of a comprehensive professional development system:

- i. developing the professional development plan;
- ii. supporting high quality implementation;
- iii. monitoring implementation and follow-up; and
- iv. adapted to meet the needs of subgroups.

For each Action Step you add, ensure all fields have been completed.

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Process for Implementing Action Step			

Instructional Analysis Templates for K-2 Grade Span

Instructional Analysis for Kindergarten Reading

Provide a complete response for each component below (1 through 6) based on the listed Required Standard. Ensure that responses meet the listed criteria in the left-hand column and align with the new charter application package.

Required Standard: K.RL.2	With prompting and support, retell familiar stories, including key details.
1. Learning Targets Identify the objectives students must know that align with the Required Standard and can be assessed to demonstrate mastery of the Required Standard.	
2. Prior Knowledge List the knowledge/skills that are required prior to meeting learning targets. Describe how prior knowledge will be used to introduce the learning targets.	
3. Instructional Plan Describe the process for presenting new information necessary for students to meet the learning targets. Describe the instructional strategies used to lead students to meet each of the learning targets identified.	
4. Instruction Describe the activity/tasks students will complete to meet the learning targets. Identify components of the program of instruction and educational philosophy that are incorporated into Instruction.	
5. Formative Assessment List criteria for determining whether students have met each of the learning targets.	
6. Summative Assessment Describe how students will demonstrate mastery of the Required Standard. Describe the criteria used to determine whether a student has mastered the Required Standard.	

Instructional Analysis for 1st Grade Writing

Provide a complete response for each component below (1 through 6 based on the listed Required Standard. Ensure that each response meets the criteria listed in the left-hand column and aligns with the new charter application package.

Required Standard: 1.W.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
1. Learning Targets Identify the objectives students must know that align with the Required Standard and can be assessed to demonstrate mastery of the Required Standard.	
2. Prior Knowledge List the knowledge/skills that are required prior to meeting learning targets. Describe how prior knowledge will be used to introduce the learning targets.	
3. Instructional Plan Describe the process for presenting new information necessary for students to meet the learning targets. Describe the instructional strategies used to lead students to meet each of the learning targets identified.	
4. Instruction Describe the activity/tasks students will complete to meet the learning targets. Identify components of the program of instruction and educational philosophy that are incorporated into Instruction.	
5. Formative Assessment List criteria for determining whether students have met each of the learning targets.	
6. Summative Assessment Describe how students will demonstrate mastery of the Required Standard. Describe the criteria used to determine whether a student has mastered the Required Standard.	

Instructional Analysis for 2nd Grade Math

Provide a complete response for each component below (1 through 6) based on the listed Required Standard. Ensure that each response meets the criteria listed in the left-hand column and aligns with the new charter application package.

Required Standard: 2.G.A.1	Identify and describe specified attributes of two-dimensional and three-dimensional shapes, according to the number and shape of faces, number of angles, and the number of sides and/or vertices. Draw two-dimensional shapes based on the specified attributes (e.g., triangles, quadrilaterals, pentagons, and hexagons).
1. Learning Targets Identify the objectives students must know that align with the Required Standard and can be assessed to demonstrate mastery of the Required Standard.	
2. Prior Knowledge List the knowledge/skills that are required prior to meeting learning targets. Describe how prior knowledge will be used to introduce the learning targets.	
3. Instructional Plan Describe the process for presenting new information necessary for students to meet the learning targets. Describe the instructional strategies used to lead students to meet each of the learning targets identified.	
4. Instruction Describe the activity/tasks students will complete to meet the learning targets. Identify components of the program of instruction and educational philosophy that are incorporated into Instruction.	
5. Formative Assessment List criteria for determining whether students have met each of the learning targets.	
6. Summative Assessment Describe how students will demonstrate mastery of the Required Standard. Describe the criteria used to determine whether a student has mastered the Required Standard.	

Instructional Analysis Templates for 3-5 Grade Span

Instructional Analysis for 4th Grade Reading

Provide a complete response for each component below (1 through 6) based on the listed Required Standard. Ensure that each response meets the criteria listed in the left-hand column and aligns with the new charter application package.

Required Standard: 4.RL.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
1. Learning Targets Identify the objectives students must know that align with the Required Standard and can be assessed to demonstrate mastery of the Required Standard.	
2. Prior Knowledge List the knowledge/skills that are required prior to meeting learning targets. Describe how prior knowledge will be used to introduce the learning targets.	
3. Instructional Plan Describe the process for presenting new information necessary for students to meet the learning targets. Describe the instructional strategies used to lead students to meet each of the learning targets identified.	
4. Instruction Describe the activity/tasks students will complete to meet the learning targets. Identify components of the program of instruction and educational philosophy that are incorporated into Instruction.	
5. Formative Assessment List criteria for determining whether students have met each of the learning targets.	
6. Summative Assessment Describe how students will demonstrate mastery of the Required Standard. Describe the criteria used to determine whether a student has mastered the Required Standard.	

Instructional Analysis for 3rd Grade Writing

Provide a complete response for each component below (1 through 6) based on the listed Required Standard. Ensure that each response meets the criteria listed in the left-hand column and aligns with the new charter application package.

Required Standard: 3.W.1	<p>Write opinion pieces on topics or texts, using reasons to support one's point of view.</p> <p>a. Introduce the topic or text, state an opinion, and create an organizational structure that lists reasons.</p> <p>d. Provide a concluding statement or section.</p>
<p>1. Learning Targets</p> <p>Identify the objectives students must know that align with the Required Standard and can be assessed to demonstrate mastery of the Required Standard.</p>	
<p>2. Prior Knowledge</p> <p>List the knowledge/skills that are required prior to meeting learning targets. Describe how prior knowledge will be used to introduce the learning targets.</p>	
<p>3. Instructional Plan</p> <p>Describe the process for presenting new information necessary for students to meet the learning targets. Describe the instructional strategies used to lead students to meet each of the learning targets identified.</p>	
<p>4. Instruction</p> <p>Describe the activity/tasks students will complete to meet the learning targets. Identify components of the program of instruction and educational philosophy that are incorporated into Instruction.</p>	
<p>5. Formative Assessment</p> <p>List criteria for determining whether students have met each of the learning targets.</p>	
<p>6. Summative Assessment</p> <p>Describe how students will demonstrate mastery of the Required Standard. Describe the criteria used to determine whether a student has mastered the Required Standard.</p>	

Instructional Analysis for 5th Grade Math

Provide a complete response for each component below (1 through 7) based on the listed Required Standard. Ensure that each response meets the criteria listed in the left-hand column and aligns with the new charter application package.

Required Standard: 5.NF.B.6	Solve problems in real-world contexts involving multiplication of fractions, including mixed numbers, by using a variety of representations including equations and models.
1. Learning Targets Identify the objectives students must know that align with the Required Standard and can be assessed to demonstrate mastery of the Required Standard.	
2. Prior Knowledge List the knowledge/skills that are required prior to meeting learning targets. Describe how prior knowledge will be used to introduce the learning targets.	
3. Instructional Plan Describe the process for presenting new information necessary for students to meet the learning targets. Describe the instructional strategies used to lead students to meet each of the learning targets identified.	
4. Instruction Describe the activity/tasks students will complete to meet the learning targets. Identify components of the program of instruction and educational philosophy that are incorporated into Instruction.	
5. Formative Assessment List criteria for determining whether students have met each of the learning targets.	
6. Summative Assessment Describe how students will demonstrate mastery of the Required Standard. Describe the criteria used to determine whether a student has mastered the Required Standard.	

Instructional Analysis for 4th Grade Science

Provide a complete response for each component below (1 through 6) based on the listed Required Standard. Ensure that each response meets the criteria listed in the left-hand column and aligns with the new charter application package.

Required Standard: 4.E1U2.10	Define problem(s) and design solution(s) to minimize the effects of natural hazards.
1. Learning Targets Identify the objectives students must know that align with the Required Standard and can be assessed to demonstrate mastery of the Required Standard.	
2. Prior Knowledge List the knowledge/skills that are required prior to meeting learning targets. Describe how prior knowledge will be used to introduce the learning targets.	
3. Instructional Plan Describe the process for presenting new information necessary for students to meet the learning targets. Describe the instructional strategies used to lead students to meet each of the learning targets identified.	
4. Instruction Describe the activity/tasks students will complete to meet the learning targets. Identify components of the program of instruction and educational philosophy that are incorporated into Instruction.	
5. Formative Assessment List criteria for determining whether students have met each of the learning targets.	
6. Summative Assessment Describe how students will demonstrate mastery of the Required Standard. Describe the criteria used to determine whether a student has mastered the Required Standard.	

Instructional Analysis Templates for 6-8 Grade Span

Instructional Analysis for 6th Grade Reading

Provide a complete response for each component below (1 through 6) based on the listed Required Standard. Ensure that each response meets the criteria listed in the left-hand column and aligns with the new charter application package.

Required Standard: 6.RI.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
1. Learning Targets Identify the objectives students must know that align with the Required Standard and can be assessed to demonstrate mastery of the Required Standard.	
2. Prior Knowledge List the knowledge/skills that are required prior to meeting learning targets. Describe how prior knowledge will be used to introduce the learning targets.	
3. Instructional Plan Describe the process for presenting new information necessary for students to meet the learning targets. Describe the instructional strategies used to lead students to meet each of the learning targets identified.	
4. Instruction Describe the activity/tasks students will complete to meet the learning targets. Identify components of the program of instruction and educational philosophy that are incorporated into Instruction.	
5. Formative Assessment List criteria for determining whether students have met each of the learning targets.	
6. Summative Assessment Describe how students will demonstrate mastery of the Required Standard. Describe the criteria used to determine whether a student has mastered the Required Standard.	

Instructional Analysis for 7th Grade Writing

Provide a complete response for each component below (1 through 6) based on the listed Required Standard. Ensure that each response meets the criteria listed in the left-hand column and aligns with the new charter application package.

Required Standard: 7.W.2	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p>
<p>1. Learning Targets</p> <p>Identify the objectives students must know that align with the Required Standard and can be assessed to demonstrate mastery of the Required Standard.</p>	
<p>2. Prior Knowledge</p> <p>List the knowledge/skills that are required prior to meeting learning targets. Describe how prior knowledge will be used to introduce the learning targets.</p>	
<p>3. Instructional Plan</p> <p>Describe the process for presenting new information necessary for students to meet the learning targets. Describe the instructional strategies used to lead students to meet each of the learning targets identified.</p>	
<p>4. Instruction</p> <p>Describe the activity/tasks students will complete to meet the learning targets. Identify components of the program of instruction and educational philosophy that are incorporated into Instruction.</p>	
<p>5. Formative Assessment</p> <p>List criteria for determining whether students have met each of the learning targets.</p>	
<p>6. Summative Assessment</p> <p>Describe how students will demonstrate mastery of the Required Standard. Describe the criteria used to determine whether a student has mastered the Required Standard.</p>	

Instructional Analysis for 8th Grade Math

Provide a complete response for each component below (1 through 6) based on the listed Required Standard. Ensure that each response meets the criteria listed in the left-hand column and aligns with the new charter application package.

Required Standard: 8.SP.B.5	Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation. a. Understand that the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs. b. Represent sample spaces for compound events using organized lists, tables, tree diagrams and other methods. Identify the outcomes in the sample space which compose the event. c. Design and use a simulation to generate frequencies for compound events.
1. Learning Targets Identify the objectives students must know that align with the Required Standard and can be assessed to demonstrate mastery of the Required Standard.	
2. Prior Knowledge List the knowledge/skills that are required prior to meeting learning targets. Describe how prior knowledge will be used to introduce the learning targets.	
3. Instructional Plan Describe the process for presenting new information necessary for students to meet the learning targets. Describe the instructional strategies used to lead students to meet each of the learning targets identified.	
4. Instruction Describe the activity/tasks students will complete to meet the learning targets. Identify components of the program of instruction and educational philosophy that are incorporated into Instruction.	
5. Formative Assessment List criteria for determining whether students have met each of the learning targets.	
6. Summative Assessment Describe how students will demonstrate mastery of the Required Standard. Describe the criteria used to determine whether a student has mastered the Required Standard.	

Instructional Analysis for 8th Grade Science

Provide a complete response for each component below (1 through 6) based on the listed Required Standard. Ensure that each response meets the criteria listed in the left-hand column and aligns with the new charter application package.

Required Standard: 8.E1U3.8	Construct and support an argument about how human consumption of limited resources impacts the biosphere.
1. Learning Targets Identify the objectives students must know that align with the Required Standard and can be assessed to demonstrate mastery of the Required Standard.	
2. Prior Knowledge List the knowledge/skills that are required prior to meeting learning targets. Describe how prior knowledge will be used to introduce the learning targets.	
3. Instructional Plan Describe the process for presenting new information necessary for students to meet the learning targets. Describe the instructional strategies used to lead students to meet each of the learning targets identified.	
4. Instruction Describe the activity/tasks students will complete to meet the learning targets. Identify components of the program of instruction and educational philosophy that are incorporated into Instruction.	
5. Formative Assessment List criteria for determining whether students have met each of the learning targets.	
6. Summative Assessment Describe how students will demonstrate mastery of the Required Standard. Describe the criteria used to determine whether a student has mastered the Required Standard.	

Instructional Analysis Templates for 9-12 Grade Span

Instructional Analysis for 12th Grade Reading

Provide a complete response for each component below (1 through 6) based on the listed Required Standard. Ensure that each response meets the criteria listed in the left-hand column and aligns with the new charter application package.

Required Standard: 11-12.RL.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
1. Learning Targets Identify the objectives students must know that align with the Required Standard and can be assessed to demonstrate mastery of the Required Standard.	
2. Prior Knowledge List the knowledge/skills that are required prior to meeting learning targets. Describe how prior knowledge will be used to introduce the learning targets.	
3. Instructional Plan Describe the process for presenting new information necessary for students to meet the learning targets. Describe the instructional strategies used to lead students to meet each of the learning targets identified.	
4. Instruction Describe the activity/tasks students will complete to meet the learning targets. Identify components of the program of instruction and educational philosophy that are incorporated into Instruction.	
5. Formative Assessment List criteria for determining whether students have met each of the learning targets.	
6. Summative Assessment Describe how students will demonstrate mastery of the Required Standard. Describe the criteria used to determine whether a student has mastered the Required Standard.	

Instructional Analysis for 11th Grade Writing

Provide a complete response for each component below (1 through 6) based on the listed Required Standard. Ensure that each response meets the criteria listed in the left-hand column and aligns with the new charter application package.

Required Standard: 11-12.W.2	<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics, and multimedia when useful for comprehension.</p> <p>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p>
<p>1. Learning Targets Identify the objectives students must know that align with the Required Standard and can be assessed to demonstrate mastery of the Required Standard.</p>	
<p>2. Prior Knowledge List the knowledge/skills that are required prior to meeting learning targets. Describe how prior knowledge will be used to introduce the learning targets.</p>	
<p>3. Instructional Plan Describe the process for presenting new information necessary for students to meet the learning targets. Describe the instructional strategies used to lead students to meet each of the learning targets identified.</p>	
<p>4. Instruction Describe the activity/tasks students will complete to meet the learning targets. Identify components of the program of instruction and educational philosophy that are incorporated into Instruction.</p>	
<p>5. Formative Assessment List criteria for determining whether students have met each of the learning targets.</p>	
<p>6. Summative Assessment Describe how students will demonstrate mastery of the Required Standard. Describe the criteria used to determine whether a student has mastered the Required Standard.</p>	

Instructional Analysis for High School Geometry

Provide a complete response for each component below (1 through 6) based on the listed Required Standard. Ensure that each response meets the criteria listed in the left-hand column and aligns with the new charter application package.

Required Standard: G.G-CO.A.2	Represent and describe transformations in the plane as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not.
1. Learning Targets Identify the objectives students must know that align with the Required Standard and can be assessed to demonstrate mastery of the Required Standard.	
2. Prior Knowledge List the knowledge/skills that are required prior to meeting learning targets. Describe how prior knowledge will be used to introduce the learning targets.	
3. Instructional Plan Describe the process for presenting new information necessary for students to meet the learning targets. Describe the instructional strategies used to lead students to meet each of the learning targets identified.	
4. Instruction Describe the activity/tasks students will complete to meet the learning targets. Identify components of the program of instruction and educational philosophy that are incorporated into Instruction.	
5. Formative Assessment List criteria for determining whether students have met each of the learning targets.	
6. Summative Assessment Describe how students will demonstrate mastery of the Required Standard. Describe the criteria used to determine whether a student has mastered the Required Standard.	

Instructional Analysis for High School Science

Provide a complete response for each component below (1 through 6) based on the listed Required Standard. Ensure that each response meets the criteria listed in the left-hand column and aligns with the new charter application package.

Required Standard: HS.L3U1.25	Obtain, evaluate, and communicate information about the causes and implications of DNA mutation.
1. Learning Targets Identify the objectives students must know that align with the Required Standard and can be assessed to demonstrate mastery of the Required Standard.	
2. Prior Knowledge List the knowledge/skills that are required prior to meeting learning targets. Describe how prior knowledge will be used to introduce the learning targets.	
3. Instructional Plan Describe the process for presenting new information necessary for students to meet the learning targets. Describe the instructional strategies used to lead students to meet each of the learning targets identified.	
4. Instruction Describe the activity/tasks students will complete to meet the learning targets. Identify components of the program of instruction and educational philosophy that are incorporated into Instruction.	
5. Formative Assessment List criteria for determining whether students have met each of the learning targets.	
6. Summative Assessment Describe how students will demonstrate mastery of the Required Standard. Describe the criteria used to determine whether a student has mastered the Required Standard.	

Budget Templates

C.4 Start-Up Budget, Page 1

Applicant Name: _____

<i>Provide Assumptions by Line</i>	August 1 of Opening Year				Timeframe for Acquisition
START-UP REVENUE				Total \$	
Secured Funds - Private Donations					
Secured Funds - Loans					
Secured Funds - Other					
Total Start-up Revenue				\$	
					Timeframe for Acquisition
Administration, Instruction, & Support (AIS) EXPENDITURES (add lines as necessary)	# of FTE Staff	@ Salary	Required Employer Contributions per FTE	Total \$	
Salaries					
Director/Principal				\$ -	
Teacher-Regular Education				\$ -	
Teacher-Special Education				\$ -	
Clerical				\$ -	
Bookkeeper/Finance				\$ -	
Custodial/Maintenance				\$ -	
Other				\$ -	
Employee Benefits					
Employee Insurance (if providing)					
Office Supplies (Paper, Postage, etc.)					
Instructional Consumables					
Membership Dues, Registrations, & Travel					
Contracted Services: AIS					
Contracted Services: Special Education					
Curriculum & Resource Materials					
Library Resources/Software					
SIS Software					
Other					
Total Administration, Instruction, & Support					\$ -

Start-Up Budget, Page 2

			Timeframe for Acquisition
Operations & Maintenance (O&M)		Total \$	
EXPENDITURES (add lines as necessary)			
Supplies			
Marketing/Advertising			
Contracted Services: O&M			
Building Rent/Lease/Loan			
Building & Improvements			
Land & Improvements			
Fees/Permits			
Property/Casualty Insurance			
Liability Insurance			
Utilities (Electric, Gas, Water, Waste)			
Phone/Communications/Internet Connectivity			
Student Furniture & Equipment			
Office Furniture & Equipment			
Student Technology Equipment			
Office Technology Equipment			
Other Leases (Security, Copiers, etc.)			
Loan Repayment			
Other			
<i>Total Operations & Maintenance</i>		\$ -	
Total Expenditures		\$ -	
Total Start-up Revenues		\$ -	
Budget Balance (= Revenues - Expenditures)		\$ -	

Budget Templates

C.5 Three-Year Operational Budget, Page 1

Applicant Name: _____

Provide Assumptions by Line												
	First Year				Second Year				Third Year			
STUDENT COUNT (at full enrollment)												
Number of Students (Budget based on)												
% of Full Enrollment Budget Based On				#DIV/0!				#DIV/0!				#DIV/0!
CARRYOVER (Balance from Start-Up Budget in year 1 or previous year)												
REVENUE				\$ Amount				\$ Amount				\$ Amount
State Funding (Equalization Assistance)												
Secured Funds - Private Donations												
Secured Funds - Loans												
Secured Funds - Other												
Total Revenue				\$ -				\$ -				\$ -
Administration, Instruction, & Support (AIS) EXPENDITURES	# of Staff	@ Salary	Req. Cont	Total	# of Staff	@ Salary	Req. Cont	Total	# of Staff	@ Salary	Req. Cont	Total
(add lines as necessary)												
Salaries												
Director/Principal												
Teacher-Regular Education												
Teacher-Special Education												
Instructional Assistants-Regular Education												
Instructional Assistants-Special Education												
Clerical												
Bookkeeper/Finance												
Custodial/Maintenance												
Other _____												
Other _____												
Employee Benefits												
Employee Insurance (if applicable)												
Office Supplies (Paper, Postage, etc.)												
Instructional Consumables												
Membership Dues, Registrations, & Travel												
Contracted Services (SIS)												
Contracted Services (Special Education)												
Curriculum & Resource Materials												
Library Resources/Software												
SIS Software												
Auditor Fees												
Other												
Total Administration, Instruction, & Support				\$ -				\$ -				\$ -

C.5 Three-Year Operational Budget, Page 2

Operations & Maintenance (O&M)				Total				Total				Total
EXPENDITURES												
<i>(add lines as necessary)</i>												
Supplies												
Marketing/Advertising												
Contracted Services - O&M												
Building Rent/Lease/Loan												
Building & Improvements												
Land & Improvements												
Fees/Permits												
Property/Casualty Insurance												
Liability Insurance												
Utilities (Electric, Gas, Water, Waste)												
Phone/Communications/Internet Connectivity												
Transportation												
Food Service												
Student Furniture & Other Equipment												
Office Furniture & Other Equipment												
Student Technology Equipment												
Office Technology Equipment												
Other Leases (Security, Copiers, etc.)												
Loan Repayment												\$
Other								\$				\$
Total Operations & Maintenance				\$ -				\$ -				\$ -
Total Expenditures				\$ -				\$ -				\$ -
Total Revenues				\$ -				\$ -				
Budget Balance (=Revenues-Expenditures)				\$ -				\$ -				\$ -

Projected Revenue Calculator

Application for New Charter Arizona State Board for Charter Schools

Projected Revenue Calculator

A. Enter Estimated Student Counts

	Year 1	Year 2	Year 3
Kinder			
Grades 1-3			
Grades 4-8			
Grades 9-12			
Total	0	0	0

B. Will you have a 200 Day Calendar?

No	No	No
----	----	----

C. Enter Estimated Student Count Add-On Numbers*

Hearing Impairment			
ELL (English Learners)			
MD-R, A-R, and SID-R			
MD-SC, A-SC, and SID-SC			
Multiple Disabilities Severe Sensory Impairment			
Orthopedic Impairment (Resource)			
Orthopedic Impairment (Self-Contained)			
DD, ED, MIID, SLD, SLI, and OHI			
Emotionally Disabled (Private)			
Moderate Intellectual Disability			
Visual Impairment			

D. Estimated Equalization Revenue

\$	-	\$	-	\$	-
----	---	----	---	----	---

Projected Revenue Calculator

K-12 STUDENT COUNT							
Student Count Grades 1-12		K-8	9-12				
Student Count Kinder		0	0				
Adjusted Student Count	=	0	0				
SUPPORT LEVEL WEIGHTS TO BE USED FOR:							
Adjusted Student Count 0.001-99.999		K-8	9-12				
Support Level Weight (2)		1.399	1.559				
Adjusted Student Count 100.000-499.999							
Student Count Constant		500.000	500.000				
Adjusted Student Count	-	0	0				
Difference	=	0.000	0.000				
Weight Adjustment Factor	x	0.0003	x 0.0004				
Support Level Weight Increase	=	0	0				
Support Level Weight Constant	+	1.278	+ 1.398				
Support Level Weight (2)	=	0	0				
Adjusted Student Count 500.000-599.999							
Student Count Constant		600.000	600.000				
Adjusted Student Count	-	0	0				
Difference	=	0.000	0.000				
Weight Adjustment Factor	x	0.0012	x 0.0013				
Support Level Weight Increase	=	0	0				
Support Level Weight Constant	+	1.158	+ 1.268				
Support Level Weight (2)	=	0	0				
Adjusted Student Count 600.000 or More							
Support Level Weight		1.158	1.268				
Student Count Add-Ons							
1. Hearing Impairment		0.000	x 4.771	=	0.000		
3. ELL (English Learners)		0.000	x 0.115	=	0.000		
4. MD-R, A-R, and SID-R		0.000	x 6.024	=	0.000		
5. MD-SC, A-SC, and SID-SC		0.000	x 5.833	=	0.000		
6. Multiple Disabilities Severe Sensory Impairment		0.000	x 7.947	=	0.000		
7. Orthopedic Impairment (Resource)		0.000	x 3.158	=	0.000		
8. Orthopedic Impairment (Self-Contained)		0.000	x 6.773	=	0.000		
9. DD, ED, MIID, SLD, SLI, and OHI		0.000	x 0.003	=	0.000		
10. Emotionally Disabled (Private)		0.000	x 4.822	=	0.000		
11. Moderate Intellectual Disability		0.000	x 4.421	=	0.000		
12. Visual Impairment		0.000	x 4.806	=	0.000		
13. Total Add-On Count		0.000			0.000		

Weighted Student Count							
1. K-3 (1)							
2. 4-8							
3. 9-12							
4. Total Student Count							
5. Total Add-On Count							0.000
6. Total Weighted Student Count							0.000
Base Level Amount					\$	3,960.07	
Increase for 200 Days of Instruction				+	\$	0.00	
Adjusted Base Level Amount				=	\$	3,960.07	
Total Weighted Student Count				x		0.000	
Base Support Level				=	\$	0	
Total Student Count (1)						0	0
Additional Assistance per Student Count				x	\$	1,807.00	x \$ 2,106.03
Additional Assistance					\$	-	\$ -
4% reduction of additional assistance (2)						0	0
						0	0
Total Additional Assistance				\$	-		
Total Equalization Assistance				=	\$	-	
(1) Support Level Weight for K-3 includes student count add-ons for K-3 and K-3 Reading							
(2) Laws 2018, Ch. 285 §28 requires ADE to reduce charter additional assistance for all charter schools for FY 2019.							

Weighted Student Count

1. K-3 (1)
2. 4-8
3. 9-12
4. Total Student Count
5. Total Add-On Count
6. Total Weighted Student Count

Base Level Amount

Increase for 200 Days of Instruction

Adjusted Base Level Amount

Total Weighted Student Count

Base Support Level

Total Student Count (1)

Additional Assistance per Student Count

Additional Assistance

4% reduction of additional assistance (2)

Total Additional Assistance \$ -

Total Equalization Assistance = \$ -

(1) Support Level Weight for K-3 includes student count add-ons for K-3 and K-3 Reading

(2) Laws 2018, Ch. 285 §28 requires ADE to reduce charter additional assistance for all charter schools for FY 2019.

C. Applicant Interview Guidance

The Arizona State Board for Charter Schools (“ASBCS”, “the Board”) includes the In-Person Interview as a component of the process in the Application for a New Charter. The purpose of the interview is for the applicant to demonstrate how well it understands and has thought through the Educational Plan, Operational Plan, and Business Plan presented in the application. The interview panel will use applicant responses to questions to assess the capacity of the applicant to successfully implement the plan to operate a charter school. Information about the interview will be shared with the Board for their consideration.

Those invited to be present at the interview are limited to:

- Authorized Representative(s)
- Charter Principals
- School Governing Body Members specifically named in the application package
- A School Administrator named in the application package
- A single representative of the ESP

Additional individuals will not be invited or admitted to the interview, regardless of whether they are named in the application package, this includes contracted service providers and additional representatives or staff of the ESP.

D. Google Drive Upload Instructions

Folder Name: Applicant Information

Upload the Following Documents:

- Applicant Agreement;
- Applicant Information Form; and
- Target Population Form.

Folder Name: Authorized Representatives and Principals

Sub Folder: Authorized Representatives (with the exception of resumes, information provided in this section is protected and will not be made publicly available)

Create a folder for each named Authorized Representative. In the folder for each individual, upload **legible scanned copies** of the following documents for that individual:

- **Authorized Representative and/or Charter Principal Form:** Provide a fully completed form for each Authorized Representative.
- **Fingerprint Clearance Card:** A copy of both sides of a valid Fingerprint Clearance Card, issued by the Arizona Department of Public Safety, is required for all Authorized Representatives.
- **Affidavit:** The Affidavit, Disclosure, and Consent for Background and Credit Check form must be completely and accurately filled out, signed, and notarized.
- **Background Information Sheet:** The Background Information Sheet must be completely and accurately filled out.
- **Resume:** A current resume (2-page maximum) is required.
- **Verification of Coursework/Degree:** If a postsecondary degree is noted on the Background Information Sheet and Resume, the Applicant must provide scanned copies of transcripts from the granting institution, or an official, watermarked, report from the National Student Clearinghouse® (<http://www.studentclearinghouse.org>). These documents must be uploaded with the application package.

Sub Folder: Charter Principals (with the exception of resumes, information provided in this section is protected and will not be made publicly available)

Create a folder for each named Charter Principal. In the folder for each individual, upload **legible scanned copies** of the following documents for that individual:

- **Authorized Representative and/or Charter Principal Form:** Provide a fully completed form for each Charter Principal.

- **Fingerprint Clearance Card:** A copy of both sides of a valid Fingerprint Clearance Card, issued by the Arizona Department of Public Safety, is required for all Authorized Representatives.
- **Affidavit:** The Affidavit, Disclosure, and Consent for Background and Credit Check form must be completely and accurately filled out, signed, and notarized.
- **Background Information Sheet:** The Background Information Sheet must be completely and accurately filled out.
- **Resume:** A current resume (2-page maximum) is required.
- **Verification of Coursework/Degree:** If a postsecondary degree is noted on the Background Information Sheet and Resume, the Applicant must provide scanned copies of transcripts from the granting institution, or an official, watermarked, report from the National Student Clearinghouse® (<http://www.studentclearinghouse.org>). These documents must be uploaded with the application package.

Folder Name: A. Educational Plan

Upload the following documents, labeled as follows:

A.1 Educational Philosophy

A.2 Target Population

A.2 Enrollment Matrix

A.2 Staffing Chart

A.3 Program of Instruction

A.3.1 Mastery and Promotion (K-8 Only)

A.3.2 Course Offerings or Graduation Requirements (9-12 Only)

A.3.2. Menu of Course Offerings (9-12 Only)

A.4 School Calendar and Weekly Schedule (Narrative)

A.4 School Calendar

A.4 Weekly Schedule

A.5 Academic Systems Plan

A.6 Instructional Analysis Documents

Folder Name: B. Operational Plan

Upload the following documents, labeled as follows:

B.1 Applicant Entity (Narrative)

B.1 Required Exhibits (Read section instructions carefully to understand exhibits required for your entity. These can be uploaded as a single PDF or multiple PDFs)

B.2 School Governing Body

B.3 Management and Operation

B.3 Resume and Fingerprint Card (if applicable)

B.3.1 Education Service Providers

B.3.1 Required Exhibit: Background Information

B.3.1 Required Exhibit: List of Schools

B.3.1 Service Agreement

B.3.2 Contracted Services

Folder Name: C. Business Plan

Upload the following documents, labeled as follows:

C.1 Facilities Acquisition

C.1 Required Exhibit: Layout of Space

C.2 Marketing and Student Enrollment

C.2 Enrollment Form

C.3 Personnel

C.4 Start Up Budget

C.4 Required Exhibit: Start-Up Budget Template

C.4 Required Exhibit: Start-Up Budget Assumptions

C.4 Required Exhibit: Verifiable Proof of Secured Funds

C.4 Required Exhibit: Funds Documentation

C.5 Three Year Operational Budget

C.5 Required Exhibit: Three Year Operational Budget Template

C.5 Required Exhibit: Three Year Budget Assumptions

C.5 Required Exhibit: Projected Revenue Calculator