

The logo for the Arizona State Board of Charter Schools is a circular seal. It features a central figure holding a torch and a book, surrounded by the text "GREAT SEAL OF THE STATE OF ARIZONA" and the year "1912". The outer ring of the seal contains the text "Arizona State Board of Charter Schools".

Application for a New Charter

2025 CALL FOR QUALITY CHARTER SCHOOLS

Schools Opening Fall 2026 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](#).

The Board approved the 2025 application on February 4, 2025. The final deadline for submission of the application package is **April 23, 2025 at 11:59:59 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 Online System. A Letter of Intent is required by the Letter of Intent Deadline in order to participate in the Board’s application process.

An Overview of the Application Process

Instructions and Evaluation

The instructions, narrative prompts, required documents, 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, whether the plans are viable and adequate, as evaluated by the team of experienced reviewers, and whether the components are consistent throughout. Instructions for the completion of the required forms are provided within each template.

Submission

There are two options for submitting an application package:

1. Application packages submitted electronically through the Board’s Online System will be accepted until the deadline of **April 23, 2025 at 11:59:59 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 **April 2, 2025**. For details, refer to the Alternative Submission Process.

Administrative Completeness

Board staff confirms whether the application package contains all components required by A.R.S., 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 Section
 - Applicant Information Section
 - Target Population Section
 - Application Preparation 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. 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 website an application for a new charter for a specified fiscal year. On February 4, 2025, the Board approved the application for a new charter for the 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 all of 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. 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 administratively incomplete application package, the Applicant may submit a new application package, as long as the submission deadline of **April 23, 2025** 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 March 18, 2025 (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 April 23, 2025.

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 of March 18, 2025 may provide an applicant with only 24 hours to revise and resubmit. If an applicant requires or desires additional time to revise and resubmit based on feedback, it may wish to consider submitting in advance of this deadline.

Application Processing Fee

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 application processing fee ("Fee"), of \$6,500 in the form of an

Automated Clearing House (“ACH”) transfer¹. The notification will include the ACH information and detailed instructions for the Applicant to complete the payment of the Fee.

Additionally, a non-refundable AOI processing fee in the form of an ACH must be submitted. A separate \$3,000 is required for each grade category. Grade categories consist of elementary (K-8), high school (7-12), and/or course provider only. AOI Application Packages that include multiple Learning Management Systems or curriculum providers will be evaluated separately and could require an additional fee.

Therefore, an applicant intending to apply for:

- Grades K-8 (or any combination of these grades) with an AOI component must submit a total fee of \$9,500;
- Grades 7-12 (or any combination of these grades) with an AOI component must submit a total fee of \$9,500; and
- Grades K-12 (or any combination that includes grades) from both K-8 and 9-12 with an AOI component must submit a total fee of \$12,500.

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 application package will proceed to Substantive Review. The Substantive Review for AOI applicants will include two parallel reviews, one by the Technical Review Panel (“TRP”), and one by the review panel at Rio Salado Community College.

¹ 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 various types of fund transfer transactions, including direct deposit of paychecks and monthly debits for routine payments.

Technical Review Panel Substantive Review Process	Rio Salado Review Process
<p>A substantively complete application package meets the following scoring requirements:</p> <ul style="list-style-type: none"> ✓ 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 <p>95% of the evaluation areas in each Plan (Educational Plan, Operational Plan, and Business Plan) score at the “Meets” level.</p> <p>The above criteria are defined as follows:</p> <ul style="list-style-type: none"> • Meets <ul style="list-style-type: none"> ○ All required elements identified in the criteria are present; ○ There is sufficient detail and clarity; ○ The response reflects school operations that are viable and adequate; and/or ○ The response is consistent with other sections. • Approaches: <ul style="list-style-type: none"> ○ The response addresses the prompt, but not all required elements are present; ○ The provided detail is insufficient for a reviewer to fully understand the plan, response, and/or how the response fits in the overall plan; ○ The response fails to rise to the level set by the evaluative terms; and/or ○ The response is inconsistent with other sections. • Falls Below <ul style="list-style-type: none"> ○ The criteria are not addressed; 	<p>A substantively complete AOI package meets the following scoring requirements:</p> <ul style="list-style-type: none"> ✓ No more than one section receives more than one score of “Not Met” or “Partially Met”; and ✓ No more than one criteria was scored as “Not Met”; and ✓ The total score is 95% or greater.

<ul style="list-style-type: none"> ○ The required elements are not present; ○ The response does not address the evaluative terms; and/or ○ The response does not include information adequate for an evaluation of the criteria. 	
<p><i>Substantively Incomplete Initial Application Package</i></p>	<p><i>Substantively Incomplete AOI Package</i></p>
<p>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:</p> <ul style="list-style-type: none"> ○ 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. <p>If a revised application package or letter has not been submitted within 20 days of notification, the Applicant’s file will be closed.</p>	<p>Each Applicant whose AOI package fails to meet the scoring requirements will receive written notification of the deficiencies, including a copy of the scoring rubric completed by Rio Salado. An Applicant with a substantively incomplete AOI package has three options for continuing in the application process:</p> <ul style="list-style-type: none"> ○ The Applicant may use the information provided in the scoring rubric as technical assistance to improve the written AOI package, and resubmit within 20 days of notification for a second review by Rio Salado, or ○ Within 20 days of notification, the Applicant may submit a written request that the AOI package proceed to the Rio Salado demonstration component without revision, or ○ Within 20 days of notification, the Applicant may submit a written request that the AOI package be withdrawn. <p>If a revised AOI package or letter has not been submitted within 20 days of notification, the Applicant’s package will be closed and no longer considered with the remaining components of the application package.</p>

<p><i>Substantively Incomplete Revised Application Package</i></p>	<p><i>In-Person/Virtual Demonstration</i></p>
<p>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 proceed to the in-person interview and be considered by the Board, or the Applicant’s file will be closed.</p>	<p>After completion of the substantive review of the AOI package, the Applicant will make itself available for a demonstration of the proposed Learning Management System and use of Safe Research with Rio Salado. Information obtained from this demonstration will provide additional information for the final AOI rubric and will determine the final decision of Rio Salado’s review team as to whether the AOI package is complete.</p>
<p><i>In-Person Interview</i></p>	<p><i>Substantively Incomplete Revised AOI Package</i></p>
<p>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 <u>shall</u> make themselves available for an in-person interview with the TRP to:</p> <ul style="list-style-type: none"> ✓ 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. 	<p>Each Applicant whose revised AOI package fails to meet the scoring requirements will receive written notification of the determination. This notification will include the scoring rubric completed by Rio Salado, and will be provided at the same time as the TRP’s final evaluation. An applicant with an incomplete AOI package may decide to proceed to Board consideration (as outlined in the TRP process) or withdraw the application from consideration.</p>

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

For additional guidance on the Interview, see Appendix C: Applicant Interview Guidance.

Background Check and Due Diligence Process

Staff will complete the Background, Fingerprint, and Credit Check, 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 and confirm each possesses a current, valid FCC. . The purpose of the Background and Credit Check is to confirm each individual’s employment history, and, because named individuals will have a fiduciary responsibility for public funds, creditworthiness.

Additionally, staff will conduct a due diligence process relating to current or former charter operations of the Applicant, any charter 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.

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 scoring rubric completed by Rio Salado;
- Rio Salado’s recommendation as to whether the AOI package should be approved;
- 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 Charter Principals of the Applicant may present a five minute introduction to the Board, and should be in attendance to answer questions from the Board regarding the information presented in the application package and provided Board materials listed above. No new documents from the Applicant may be added to the application package, submitted for consideration at the Board meeting, or distributed to the Board at the Board meeting.

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

Support

Throughout the application processes described above, Board staff is available to provide applicants technical assistance and support. These opportunities include:

- Individual meetings with each applicant after submission of the Letter of Intent;
- Applicant workshops held prior to the application due date;
- Informal Q & A sessions held prior to the application due date;
- An individual meeting to discuss rubric scores and feedback after the initial submission is reviewed;
- An individual meeting to discuss the general content and format of the capacity interview;
- An individual meeting to discuss the general content and format of the Board meeting at which the application will be considered; and
- Other meetings requested by applicants for individual clarification or assistance with the process, as appropriate.

Timeframes

Timeframe	Process Stage
<p>Letter of Intent Deadline <i>March 3, 2025</i></p>	<p>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 March 3, 2025 at 12:00 p.m.</p>
<p>Application Soft Deadline <i>March 18, 2025</i></p>	<p>An Applicant who submits an application package via the Online Submission Process by the soft deadline of March 18, 2025 at 11:59:59 p.m. 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 application due date.</p>
<p>Application Due <i>April 23, 2025</i></p>	<p>The application package is due April 23, 2025 at 11:59:59 p.m. There are no extensions or exceptions to the deadline, and all documents must be fully uploaded and saved to the Online System by this time. No documents may be added after this deadline to satisfy administrative completeness requirements.</p>
<p>Administrative Review <i>Completed within 25 Business Days of submission</i></p>	<p>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.</p>
<p>Initial Substantive Review <i>Completed by June</i></p>	<p>The application package will be scored 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.</p>
<p>Resubmission of Application Package <i>Within 20 Business Days of Notification</i></p>	<p>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.</p>
<p>Revised Substantive Review <i>Completed by August</i></p>	<p>The revised application package will be scored using the evaluation criteria. An Applicant whose revised package meets the scoring requirements will be deemed substantively complete and move forward to the applicant interview. An Applicant whose revised package fails to meet the scoring requirements will receive written notification of the deficiencies.</p>

<p>Applicant Interview <i>September</i></p>	<p>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.</p>
<p>Board Consideration <i>November</i></p>	<p>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, submitted for consideration, or distributed to the Board at the Board meeting.</p>

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 2026-2027 application cycle. The Letter of Intent must be submitted using 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. The Letter of Intent must be emailed to charterschoolboard@asbcs.az.gov.

Failure to submit the Letter of Intent by the specified deadline, March 3, 2025 at 12:00 p.m. will exclude the Applicant from the 2025 application cycle. The Letter of Intent must be emailed to charterschoolboard@asbcs.az.gov.

Online Submission Process

All new charter applications must be submitted using the Board’s [Online System](#) or completed according to the requirements of the Alternative Submission Process.

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 ASBCS Online System 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.

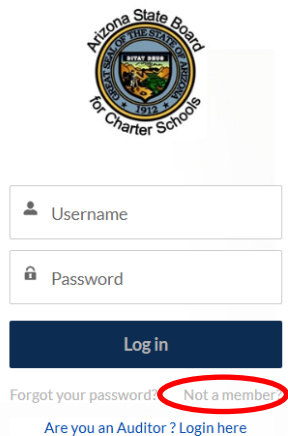
Once files have been uploaded, each file should be reviewed to confirm it is the document and version intended for submission, and the Applicant must sign and submit the application package. At the time of the application deadline (April 23, 2025 at 11:59:59 p.m.), access to the application section of the Online System will be closed, and no submissions can be accepted.

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 withdraw the submission and start a new application in the Online System. No documents may be added to an application package after the deadline. Incompletely or incorrectly submitted application packages will be deemed Administratively Incomplete.

Register in the ASBCS Online System

Use the steps below to register for a new account in the ASBCS Online system.

1. Navigate to the ASBCS Online System: <https://asbcs.my.site.com/s/>
2. Click on “Log In” in the upper right corner
3. Click on “Not a member?” under the Log in button



4. Complete all required fields marked with an asterisk on the “Register a New Applicant” page. *Note that the Applicant Name is the name of the applicant entity that will be applying for the application, not the person registering and completing the application.*

Register a New Applicant

Enter Details
Email Verification
Complete

▼ Identification

* First Name ?

* Last Name

* Date of Birth

* Last 4 digits of SSN

▼ Mailing Address

This should be the address for which you would like to receive ASBCS correspondence.

* Email

* Address

Country

United States

Street

* Phone

City

State/Province

--None--

Fax

Zip/Postal Code

▼ Applicant Information

* Applicant Name ?

* School Name ?

Next

5. The system will send a security code to the email provided when registering.
6. On the next screen, enter the security code sent to the email provided. The system will send a second email once this step is completed.
7. Click the activation link sent via email to complete registration.

Create a New Application

Once your registration is complete, use these steps to begin a New Charter Application:

1. Navigate to the ASBCS Online System: <https://asbcs.my.site.com/s/>
2. Click on “Log In” in the upper right corner
3. Click on “Create Application”

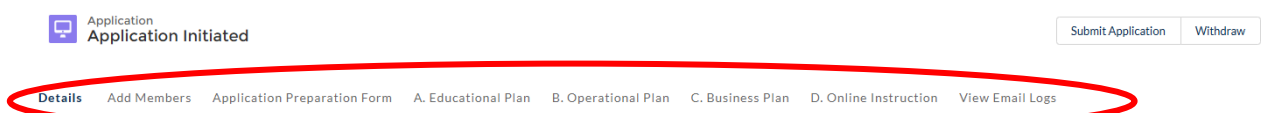
New Application Page

Complete this page following the directions below and those found in the Online System:


- **Applicant Name:** This will populate from the information entered during registration. If a different entity is submitting the application, check the box for “Enter a Different Applicant Name” and enter the name of the applicant entity that will be submitting the application.
- **Proposed School Name:** This will populate from the information entered during registration. If an application for a different proposed school is being submitted, check the box for “Enter a Different School Name” and enter the name of the proposed school.
- **County:** The name of the Arizona County in which the *proposed school will be located*.
- **Day Time Phone:** Provide a number at which Board staff may reach an Authorized Representative during business hours.

- **Form of Organization:** Use the dropdown to select 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.
- **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](#)).
- **ESP Name:** Identify the name of the ESP with which the applicant intends to contract.
- **Fax:** If the Applicant has a fax number, enter it here.

Click “Next” to proceed to the next page. Continue working through each section of the application. Use the tabs across the top of the screen to access each section of the application.



Details

Complete this tab following the directions below and those found in the Online System. Use the pencil icon to edit each field and add the appropriate information. 

- **New Entity Information (Mailing Address & Other):** This address will be used for all official mail from the Board.
- **Target Population:**
 - **Instructional Days:** The number of days of instruction, to be consistent with what is proposed in Section A.5
 - **Target Start Date:** The proposed first day of school.
 - **School Calendar:** Schools may have Standard or Extended School Year calendars (see Terms to Know). Ensure that this selection is supported in Section A.5
- **Mission Statement:** Provide the mission statement of the proposed school. Ensure it is consistent with the criteria listed in section A.1 Educational Philosophy.
- **Grades Served**
 - **Grades Served:** Select all grades to be taught. The grades selected must reflect the Applicant’s expansion plans for year four and beyond.
 - **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 all information and documentation provided in the application.
 - **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 all information and documentation provided in the application.

- **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 all information and documentation provided in the application.
- **Enrollment Cap Year 1:** The maximum number of students to be served by the proposed school in the first year of operation. The grades indicated must be consistent with all information and documentation provided in the application.
- **Enrollment Cap Year 2:** The maximum number of students to be served by the proposed school in the second year of operation. The grades indicated must be consistent with all information and documentation provided in the application.
- **Enrollment Cap Year 3:** The maximum number of students to be served by the proposed school in the third year of operation and beyond. The grades indicated must be consistent with all information and documentation provided in the application.
- **Applicant Agreement Details:** This section will populate after the application has been signed and submitted.

Add Members

For each Authorized Representative and Principal (officer, member, director, and/or partner) for the applicant entity, complete the following steps:

1. Enter the last four digits of the individual's Social Security Number
 2. Enter the individual's Date of Birth
 3. Use the dropdown to select the appropriate role
 4. Click "Next"
- **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 in this section.

For each Authorized Representative, the *Add Members Section* must be completed in the Online System, and the following documentation must be submitted in the appropriate section for each individual:

- **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.

- **Principal Background Information:** Each principal (officer, member, director, and/or partner) of the Applicant entity the *Add Members Section* must be completed in the Online System, and the documentation listed below must be submitted in the appropriate section for each individual. 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>). Copies of diplomas do not meet this requirement.
- **School Governing Body:** Identify the name(s) and type(s) of members of the proposed School Governing Body 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.

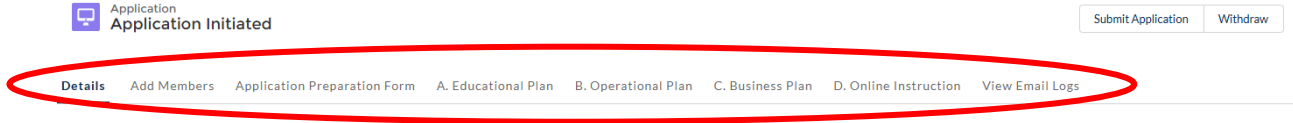
Application Preparation Form

Complete the Application Preparation Form template following the directions below and those found in the template. Upload the Application Preparation Form on the appropriate tab.

- **Named Individuals:** For individuals named in the application package as an authorized representative, charter principal, school governing body member, or school administrator, complete the chart by placing the first and last name of each individual that wrote, revised, or developed one or more sections of the application in the first column. In the second column indicate which plan(s) and/or section(s) each person worked on.
- **Outside Individuals:** For individuals that are not named in the application package, as identified above, complete this section for each additional individual that wrote, revised, or developed one or more components of the application. Follow the directions on the form to provide all required information about the individual, their employment, schools they've been affiliated with, any application submissions they've been involved in nationally, and the plans or sections each person worked on.

Application Sections

Continue working through each section of the application by accessing the tabs as shown below to upload required narratives and documents for each plan. Failure to submit the required documentation for each plan will result in the application package being deemed administratively incomplete.

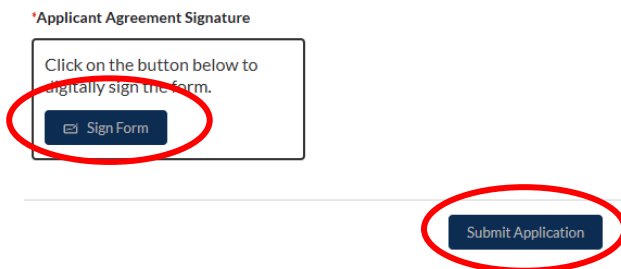


Application Submission

Once all required documents and narratives have been uploaded for each section of the application, click "Submit Application" at the top right of the screen.



1. If any required fields have not been completed and/or a document has not been uploaded, you will see a pop-up window. Please double check all fields required for the application you are submitting. As a reminder, some fields are not marked as required, but may be required for the specific application being submitted. Below is an explanation of the messages you may receive in the system:
 - "Required Fields on Application" message: Required fields have been left blank on the "Details" tab
 - "Please upload all the below documents and user details and then try again" message: Required documents have not been uploaded.
2. When all documents are uploaded and fields have been completed, click "Submit Application," and the Authorized Representative will see the Application Agreement. After reading through the Agreement, the application package can be digitally signed and submitted. 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 withdraw the old application and start a new application. No documents may be added to an application package after the deadline. Incompletely or incorrectly submitted application packages will be deemed Administratively Incomplete.

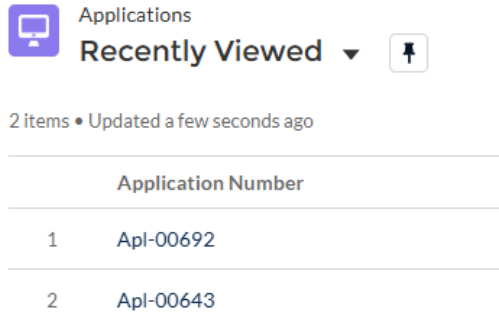


The Application Agreement Information must be submitted, signed, and dated by a designated Authorized Representative of the Applicant entity.

Accessing an Application that has been Initiated but not Submitted

To continue an application that has been started but not yet submitted:

1. Navigate to the ASBCS Online System: <https://asbcs.my.site.com/s/>
2. Click on “Log In” in the upper right corner
3. Click on “My Applications”
4. Click on the number of the Application that you wish to continue working on.



Fee Submission

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 within five business days of notification that the application package submission is sufficient to be deemed administratively complete. 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 various types of fund transfer transactions, including direct deposit of paychecks and monthly debits for routine payments.

Additionally, a non-refundable AOI processing fee in the form of an ACH transfer must be submitted. See page 5 for more information on this fee.

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

Alternative Submission Process

As an alternative to an application submission using the ASBCS Online System, 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 March 3, 2025**. 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.

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 Online System.

An Applicant who submits a timely Waiver waives the right to have the Board consider any application package submitted via the Online System 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 12:00 p.m. on April 2, 2025.** 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 12:00 p.m. on **April 2, 2025** 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 12:00 p.m. **April 2, 2025.**

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 is due within five business days of notification that the application package submission is sufficient to be deemed administratively complete. 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 various types of fund transfer transactions, including direct deposit of paychecks and monthly debits for routine payments.

Additionally, a non-refundable AOI processing fee in the form of an ACH transfer must be submitted. See page 5 for more information on this fee.

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 Section. Should the submitted application 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) and creating and operating a school that will meet the Board's Academic Performance Expectations. The plan must 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.

The Board will hold the charter accountable to its application based on the processes approved by the Board and outlined in Rule and its adopted [frameworks](#).

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.3.3 Educational Delivery Methodologies
- A.4 Special Populations
- A.5 School Calendar and Weekly Schedule
- A.6 Academic Systems Plan

* Denotes a section required of only certain applicants.

Consistency among all components of this plan, and components of this plan with other parts of the application package, is worth a total of 2 points in the evaluation criteria for the Educational Plan. This includes, but is not limited to the specific guidelines for consistency 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.*

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. The school's philosophy is the clear and comprehensive explanation of the **mission, vision**, and values that drive the beliefs about how the school will operate.

The definitions of mission and vision are included in the [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 a clear and comprehensive overview of the school's philosophical approach, explaining the beliefs, values, and understandings about the purpose of education and the role this school would play in educating students. (2 points)
- b) Explain how the identified philosophy will improve pupil achievement in the target population. The response should include examples of schools or programs that the Applicant team has been involved in, researched, or visited that have shaped the identified philosophy. (2 points)
- c) Restate the school's mission (from the Target Population), explain how this mission was created, and articulate how the school's educational philosophy is aligned with and supports the mission statement of the proposed school. (1 point)
- d) Identify the clear metrics that will be used by school leadership and the governing body to evaluate whether the school is achieving its mission (1 point).
- e) Provide the school's vision statement, demonstrating what the school will achieve when delivering on its mission. Explain how the vision was created, and articulate how the school's educational philosophy will likely result in achievement of the vision. (2 points)

Check for consistency (do not respond to this in the narrative):

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 the school will serve, and how the school will provide a quality alternative to meet the needs of the students it intends to serve.

Required Exhibits

- 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 and describe the community the school seeks to serve. (2 points)
- b) Describe the full spectrum of existing school choice available to the community, including the ways in which community needs are and are not being met by those choices. (2 points)
- c) Describe the students the school intends to serve, including a discussion of their current academic performance in their existing schools, their specific academic needs, and how the school will provide the appropriate alternative to meet those needs. (2 points)
- d) Explain how this proposed school will add value to the choices provided to the community, will address the identified weaknesses of the current options, and will be a quality option to meet the needs of the identified students. (1 point)
- e) Describe the accessibility of AOI courses and any limitations in access for your target population. Specify the technology requirements the student will need to access AOI courses including bandwidth requirements. (AOI specific criterion)

Check for consistency (do not respond to this in the narrative):

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*Section Overview*

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

Required Exhibit:

- Documentation demonstrating proposed curriculum alignment to Arizona Academic Standards (i.e. Curriculum Map, Scope and Sequence, Pacing Guides, Crosswalk provided by LMS/content provider).

Narrative Prompts and Evaluation Criteria

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

- a) Describe the curricular/instructional materials being considered for the core academic content areas and how these specific options align to the school's educational philosophy and mission. (2 points)
- b) Describe the methods of instruction to be used (how content will be delivered to students and by whom and how students will engage with content) and demonstrate alignment to the Educational Philosophy. (2 points)
- c) Describe the assessment strategies that will be used, and how assessment results will be used to inform the school's remediation, intervention, and enrichment processes. (2 points)
- d) Describe and provide clear support for how the proposed curricular/instructional materials, methods of instruction, and assessment strategies will improve pupil achievement and provide educational choice, equity, and access to all students in the proposed target population. (1 point)
- f) Describe both the class size and teacher-student ratios and explain and defend how these are appropriate given the target population, curricular options, methods of instruction, and assessment strategies described in this section. (1 point)
- g) Discuss the inclusion of course offerings beyond core requirements (AOI specific criterion)

Check for consistency (do not respond to this in the narrative):

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, promotion, and retention 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) Describe a comprehensive, viable, and adequate process that the school will use to determine grade level promotion consistent with A.R.S. § 15-701. (2 points)

Ensure that the process includes:

- Clear criteria and conditions for promotion;
- The level of mastery (proficiency) that must be achieved;
- Any and all factors that will be considered;
- The stakeholders involved in the decision-making; and
- The timeframes for this process.

- b) Explain the systems and structures the school will implement for students at risk of retention. (1 point)

- c) Describe a comprehensive, viable, and adequate process that the school will use to determine a student will be retained, consistent with A.R.S. § 15-701. (2 points)

Ensure that the process includes:

- Clear data and information that will be used in decision making (including any key assessments that are considered); and
- The stakeholders involved in the decision-making; and
- The timeframes for decision making and communicating concerns and final decisions to parents/guardians.

Check for consistency (do not respond to this in the narrative):

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:

- Explain how the school's course offerings, including any special or unique programming, will meet or exceed statutorily required state graduation requirements. (2 points)
- Explain how the graduation requirements, are consistent with, and will aid in achieving, the school's Mission and Vision. (1 point)
- Describe how students will earn credit hours and how grade-point averages will be calculated. If graduation requirements for the school will exceed those required by the State of Arizona, explain the additional requirements. (1 point)
- Explain the systems and structures the school will implement for students at risk for dropping out and/or not meeting the proposed graduation requirements. (2 points)
- 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, including any specialized courses of study or electives that will be offered. (1 point)
- Describe the extent to which the AOI School/Program offers concurrent, dual, Honors, or AP credit. (AOI specific criterion)
- Explain how the school's graduation requirements will ensure student readiness for college or other postsecondary opportunities, including the world of work, technical school, or college. (1 point)

Check for consistency (do not respond to this in the narrative):

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

Educational Plan

A.3.3 Educational Delivery Methodologies
(AOI Specific Section)*Section Overview*

The purpose of this section is to provide further detail regarding the School's program of instruction, specifically as it relates to online instruction.

Narrative Prompts and Evaluation Criteria

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

- a) Describe whether the AOI School/Program's educational methodology includes computer assisted learning systems, virtual classrooms, virtual laboratories, electronic field trips, electronic mail, virtual tutoring, online help desk, group chat sessions and non-computer based activities, and how these components are performed under the direction of a qualified teacher.
- b) Describe how various learning styles (including, but not limited to visual, auditory, and kinesthetic) are addressed in the delivery methods.
- c) Provide a detailed explanation of the types of modifications which can be made within the course management systems to support individual student needs.
- d) Describe the methods to provide synchronous and asynchronous support to AOI students.
- e) Describe how the selected methodologies exhibit knowledge of current online delivery best practices and the ability to implement and evaluate these practices.

Check for consistency:

Ensure all information in this section is consistent with all components of the application package.

Educational Plan

A.4 Special Populations

Section Overview

The purpose of this section is to provide a clear and comprehensive overview of how the school will serve special populations.

Narrative Prompts and Evaluation Criteria

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

- a) Describe the proposed school’s approach to ensuring access to the general education curriculum for students with disabilities and English Learners. (2 points)
- b) Describe how the proposed curricular/instructional materials, supplemental materials, and instructional methodologies will meet the needs of students with disabilities and English Learners. (1 point)
- c) Describe how the assessment system and strategies will be implemented with students with disabilities and English Learners and how the results will be used to meet the needs of these students. (1 point)
- d) Describe the school’s professional development plan to ensure instructional staff is adequately prepared to meet the initial and ongoing needs of students with disabilities and English Learners. (1 point)

Ensure the responses on this page describe processes that are compliant with state and federal requirements for serving special populations.

Check for consistency (do not respond to this in the narrative):

Ensure consistency with all other areas of the Educational Plan and the components of the application package related to staffing, contracted services, and budgeting for these areas.

Educational Plan

A.5 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, 15-341.01, and 15-808(E) and (J).

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 Section.

Narrative Prompts and Evaluation Criteria

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

- a) If the charter school will serve students in a brick and mortar setting, 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 and A.R.S. 15-341.01. (2 points)
- b) 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 that is consistent with all components of the application package. (1 point)
- c) Explain how the proposed school calendar and schedule reflects the specific and unique needs of the identified target population and proposed educational model. (1 point)
- d) For students participating in Arizona Online Instruction, describe the daily attendance requirements for students at each grade level, including expectations for daily logs, average daily required minutes, and how the school will ensure that Annual Instructional Hours requirements are met. Ensure the response is consistent with the requirements of the Arizona Department of Education's School Finance Division and addresses both part-time and full-time students. (2 points)

Check for consistency:

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

Educational Plan

A.6 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, becomes 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 Forms/Templates section 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)
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. (2 points)
- 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 (1 point):
	<ul style="list-style-type: none"> ● identifying and gathering possible curricular/instructional resources, ● evaluating proposed curriculum programs and materials for alignment to program and standards, and ● making a final decision on adoption.
ii.	Implementation of curriculum to include (2 points)
	<ul style="list-style-type: none"> ● ensuring that appropriate content, skills, and standards are taught for each grade level and content area within an academic year, ● determining clear learning objectives for students, ● utilizing the curricular/instructional resources with fidelity to the design of the curriculum and program of instruction.
iii.	Evaluation of curriculum to include (1 point):
	<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 (1 point):
	<ul style="list-style-type: none"> ● using the evaluation of curricular/instructional resources to make needed revisions to existing curriculum, and ● replacing/supplementing existing curricular/instructional resources through adoption of new curricular/instructional resources.

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 (2 points):
	<ul style="list-style-type: none"> ● various levels of assessment including 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 curricular/instructional resources, and the instructional methodology/program/philosophy.
ii.	Analyzing assessment data at regular intervals to include (2 points):
	<ul style="list-style-type: none"> ● identifying whether students are demonstrating growth and proficiency, ● determining a need for remediation and intervention to adequately improve student growth and proficiency, ● determining whether instructional methodology and curricular/instructional resources are meeting the needs of all students, and ● determining needed adjustments when methodology and/or curricular/instructional resources are not meeting student needs.
iii.	Year to Year comparison to include (1 point)
	<ul style="list-style-type: none"> ● determining what data will be utilized to allow for valid and reliable comparisons of student growth and proficiency, and

	<ul style="list-style-type: none"> describing the analysis completed during the year to allow for valid and reliable comparisons from year to year.
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The assessment area of the ASP is worth 5 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.	<p>Monitoring instruction to include (1 point):</p> <ul style="list-style-type: none"> regularly gathering evidence to ensure that classroom instruction is aligned with standards, determining if the instruction is taking place in the manner prescribed by curricular/instructional resources and any related planning documents, verifying whether the instruction allows students to effectively master state standards, and ensuring that adjustments are made to the curriculum for students in subgroup populations.
ii.	<p>Evaluating instructional practices to include (1 point):</p> <ul style="list-style-type: none"> integrating curricular/instructional resources into instruction consistently, confirming that the curricular/instructional resources are implemented with fidelity to the design of the adopted resources and program of instruction, using clear criteria to measure instructional quality and effectiveness, and disaggregating teacher evaluation data to identify strengths, weaknesses, and needs of individual teachers and the instructional staff as a whole.
iii.	<p>Providing feedback that (1 point):</p> <ul style="list-style-type: none"> develops the quality and effectiveness 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.	<p>Conducting Summative Evaluations that comply with A.R.S. §15-189.06 that (1 point):</p> <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 provide a summative performance classification of each teacher.

The monitoring instruction area of the ASP is worth 4 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.	<p>Developing the professional development plan to include (1 point):</p> <ul style="list-style-type: none"> determining what professional development 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.	<p>Supporting high quality implementation to include (1 point):</p> <ul style="list-style-type: none"> providing support to teachers to ensure implementation of professional development strategies, and allocating and providing the necessary resources required for implementation.
iii.	<p>Monitoring implementation and follow-up to include (1 point):</p> <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.

The professional development area of the ASP is worth 3 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.

B. Operational Plan

The Operational Plan should provide an understanding of how the Applicant and school will operate, beginning with its management and governance and creating and operating a school that will meet the Board's Academic, Operational, and Financial Performance Expectations. The plan must present a clear picture of the Applicant's operating priorities, delegation of responsibilities, and relationships with key stakeholders.

The Board will hold the charter accountable to its application based on the processes approved by the Board and outlined in Rule and its adopted [frameworks](#).

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

Consistency among all components of this plan, and components of this plan with other parts of the application package, is worth a total of 2 points in the evaluation criteria for the Operational Plan. This includes, but is not limited to the specific guidelines for consistency outlined below and further specified throughout the sections of this plan:

- *All legal documentation is consistent in name, number, formation, etc.*
- *Information about each individual is consistent with the documents provided.*
- *Organizational charts are consistent with legal documentation and narratives.*
- *The roles and responsibilities of the school governing body are consistent with the legal documentation and all other submitted documentation and narratives.*
- *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.*
- *Describe the ESP's roles and responsibilities in relation to the Applicant consistent with the service agreement.*
- *Ensure ESP-related costs are described in the Budget Assumptions and included in the Start-Up and Three-Year Operational Budget as appropriate.*

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 a 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 ACC.
- Applicant Entity 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 entity’s history, including its establishment, evolution, and how operating a charter school became part of its mission. (2 points)
- b) Provide a clear and cohesive organizational chart outlining the Applicant Entity, related organizations (including Education Service Providers), separate School Governing Body (if applicable), and key leadership positions. Include a narrative that clearly delineates and describes the roles, responsibilities, and reporting structure for each position/entity/board 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, management, or leadership by the Applicant entity and any Representative or 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. (2 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 responsibilities 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 responsibilities of the school governing body. (2 points)
- b) Describe the frequency with which the school governing body will meet, the content and purpose of the meetings as it relates to the roles described previously, any standing agenda items, and who is expected to attend. (2 points)
- c) Describe the timing, content, and sources of training for school governing body members, for both start-up, and over time as new members are added. (1 point)
- d) Describe the specific makeup of the school governing body (staff, parent, community, etc.) consistent with the Applicant Information Section, explain the qualifications desired for individuals to fill those roles and how that composition will provide the necessary background and skills to fulfill the governing body's requirements and support the school's mission. (2 points)
- e) Describe a clear process for selecting initial governing body members and filling current and future vacancies. The description should include the timeline for the initial composition and indicate a process that will result in the selection of a qualified governing body with the ability to fulfill its responsibilities. (2 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:

- Organizational Chart (for day to day school operations)
- 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](#))
- Complete Professional Development Plan (see criterion f for more detail)

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 both implementation and oversight responsibilities related to instruction and operational services. This 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,
 - iii. Assessment (including mandated State testing),
 - iv. Specialized Services
 - v. Staff Development,
 - vi. Financial Management,
 - vii. Contracted Services,
 - viii. Personnel,
 - ix. Grants Management, and
 - x. Student Information System (SIS).

(5 points)
- c) Identify critical skills or experience that will indicate the minimum qualification for the staff in leadership roles responsible for oversight of the responsibilities identified above. (2 points)
- d) Provide a clear and comprehensive staffing plan, including the minimum professional qualifications and/or experience for each position not addressed in the leadership roles addressed in c. Ensure consistency with the staffing chart provided in A.2 Target Population. (2 points)

- e) 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)
- f) Provide a complete professional development plan for the start-up period through the first three months of the school year that includes timeframes, content, and individuals required to attend. (2 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

- ESP Information Form (Parts 1 and 2)
- A list of current expansion projects or charter applications the ESP is involved in or plans to submit within the next three years.
- 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.
 (1 point)
- b) If the ESP is related to the Applicant entity through any relationship, including a subsidiary relationship, related members, shared employees, etc., clearly describe the relationship(s), structures in place, and how conflicts of interest will be managed and avoided. (1 point)
- c) Explain how the provided performance data for other schools that the ESP has managed that demonstrates the ESP’s success in implementing the model, program, and operational structures described in this application. Include additional data and information showing how the ESP has improved pupil achievement in a comparable population within these operations. (2 points)
- d) Provide a clear description of the depth and breadth of the services to be provided by the ESP consistent with the service agreement. (2 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. (2 points)
- f) Describe the ESP’s current portfolio and how past expansion has been successfully managed, increasing the likelihood of success in this endeavor. (1 point)

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 versus hiring an employee to fill the identified need.

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, curricular/instructional resource 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) 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 to meet the need.

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 that meets the Board's Academic, Operational, and Financial Performance Expectations.

The Board will hold the charter accountable to its application based on the processes approved by the Board and outlined in Rule and its adopted [frameworks](#).

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
- C.2 Marketing and Student Enrollment
- C.3 Personnel
- C.4 Revenue Sources
- C.5 Start-Up Budget
- C.6 Three-Year Operational Budget

Consistency among all components of this plan, and components of this plan with other parts of the application package, is worth a total of 2 points in the evaluation criteria for the Business Plan. This includes, but is not limited to the specific guidelines for consistency outlined below and further specified throughout the sections of this plan:

- *The layout of space is consistent with the narrative (if applicable).*
- *Facility costs are consistent with the start-up budget and three year budget and assumptions (if applicable).*
- *The facility description is consistent with the components of the educational plan (if applicable).*
- *Marketing and enrollment costs are consistent with the plans described in section C.2.*
- *The information in section C.3 is consistent with other information in the application regarding hiring and maintaining staff.*
- *The processes and salaries described in C.3 are consistent with the Start-up and Three-Year operational budgets and budget assumptions.*
- *Components of the Start-up budget and assumptions are consistent with one another and the start-up plans described throughout the application package.*
- *Components of the Three Year Operational Budget and assumptions are consistent with one another and the plans described throughout the application package.*

Business Plan

C.1 Facilities*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.

A school operating using only Arizona Online Instruction is not required to provide a brick and mortar facility for students to attend and complete coursework.

Applicability Guidelines

Select the statement that is applicable and proceed as directed:

- This Applicant will serve students in brick and mortar facilities. *Complete this section.*
- This Applicant will not serve students in any brick and mortar facilities. *Skip this section and upload a document stating that student facilities will not be utilized in the applicant's model.*

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 each step in identifying, securing, and readying a facility. Include the timeframe for each step, ensuring a viable and adequate plan for opening on 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, class size, and specific programmatic components, as identified throughout the application package. (2 points)
- Identify and explain costs associated with securing a facility and ensuring compliance with all applicable laws and regulations, including obtaining educational occupancy. Include specific information from research that has been conducted in the targeted location/jurisdiction. (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.

Required Exhibit:

- Proposed enrollment policy

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 time frame for identifying prospective students and recruiting them, consistent with the start-up date of the proposed school identified on the Target Population Form, and given the current educational climate. (1 point)
- Provide a clear and comprehensive plan for marketing and enrollment that is viable and adequate to support the number of students included in the Three-Year Operational Budget given the current educational climate. (2 points)
- Provide clear and specific sources for costs associated with the marketing plan that are viable and adequate based on the projected student population and current educational climate. (1 point)
- Provide a draft of the enrollment policy that will be used at the school that demonstrates compliance with all applicable state and federal statutes, Rules, and policies, including the timeframe and process used if capacity is insufficient to enroll all students. (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)
- Describe the needed enrollment benchmarks (including timeframes) leading up to the first day of operation, including the steps that will be taken at each benchmark if it is not met. (1 point)
- Describe what measures will be taken to ensure all enrolled students reside in Arizona. (AOI Specific Criterion)
- Describe how the AOI school/program will monitor students concurrently enrolled in AOI and another school and what the AOI school/program will do to ensure a shared

apportionment of no more than 1.0 ADM.
Include who is or who will be responsible for
monitoring student enrollment. (AOI Specific
Criterion)

Business Plan

C.3 Staffing Expenses

Section Overview

The purpose of this section is to identify the plan for hiring and expenses for maintaining 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 detailed chart outlining the salaries for the positions outlined in the Management and Operations Section of the Application. (1 point)
- b) Provide a detailed plan to recruit and hire instructional staff consistent with the start-up of the school. (2 points)
- c) Describe a compensation and benefits plan that will result in the ability to recruit and retain a complete staff with the capacity to implement the plan outlined in the Application. (1 point)

Business Plan

C.4 Revenue Sources

Section Overview

State funding does not begin until July 1 of the school's opening year. Therefore, the Applicant must demonstrate that it has a viable and adequate plan to secure funds to complete all required tasks for opening, prior to the receipt of state equalization funding.

Narrative Prompts and Evaluation Criteria

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

- a) Clearly outline the sources of all funds that have been secured to contribute to the start-up of the proposed school. Ensure that the response provides the exact amount, source, and terms of the funding. Include evidence showing the funds have been secured. (2 points)
- b) Describe the findings from research the Applicant has conducted on additional funding sources, including grants, loans, or donations that the Applicant will apply for. Include the specific names of the sources, amounts available, and a basic outline of the process required to secure the funds, including what steps in the process the Applicant has already engaged in, and the timeframes for applying, being granted, and receiving these funds. (2 points)
- c) Describe any additional plans for fundraising and what potential sources of funding will be sought prior to receiving state equalization funding. (1 point)

Business Plan

C.5 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 (prior to contracting and signing the contract opening the doors to students), before state equalization revenue is received.

Required Exhibits

- Completed Budget Template (that includes a complete Start-Up Section)
- Completed Start-Up Budget Assumptions Template

Evaluation Criteria

A submission that meets the Board's standard will demonstrate the following through the Budget Template and Assumptions:

- a) Includes expenditures that address all start-up plans described in the application package, including, but not limited to the following expenses:
 - i. ESP Related Items
 - ii. Contracted Services
 - iii. Training/Professional Development
 - iv. Administrative/Staff Costs
 - v. Facilities
 - vi. Marketing and Enrollment
 (3 points)
- b) The assumptions demonstrate that the amounts listed are well researched, viable, and adequate. (2 points)
- c) Secured and proposed revenues in section C.4 are achievable and viable based on the source of the funds and the Applicant's proposed plan. (1 point)
- d) Secured and proposed revenues in section C.4 are accounted for in the budget and viable and adequate to cover listed expenditures in the start-up budget. (1 point)
- e) Ensure that timeframes described in all sections of the application package are consistent with the revenues and expenditures listed in the Start-Up Budget. (1 point)

Business Plan

C.6 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

- Completed Budget Template (that includes completed Years 1, 2, and 3 tabs and State Funding tabs)
- Completed Three Year Operational Budget Assumptions Template

Evaluation Criteria

A submission that meets the Board's standard will demonstrate the following through the Budget Template and Assumptions:

- a) Includes expenditures to cover all components of the Educational Plan, Operational Plan, and Business Plan described in the application package. (2 points)
- b) State and Federal Revenues detailed in the Budget Template are consistent with the Target Population and proposed enrollment. (2 points)
- c) The assumptions demonstrate that the amounts listed are well researched, viable, and adequate. (2 points)
- d) 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)
- e) Revenues cover expenditures, resulting in a balanced budget that would be likely to lead to meeting the Board's Financial Performance Standard in years one through three. (2 points)

Narrative Prompts and Additional Evaluation Criteria

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

- a) (If student count add-ons are used in determining projected revenue) In the assumptions, explain how the use of the student count add-on levels is consistent with the target population described in Section A.2. (1 point)
- b) 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)

D. Online Instruction Additional Information

A.R.S. § 15-808 requires that charter authorizers develop standards for the approval of online course providers and online schools. The areas these standards must cover are further outlined in statute. Many of these expectations are covered in the Education, Operation, and Business Plan sections of the application; however to meet all requirements of statute and maintain consistency with processes required for current charter operators adding an online school or program, the following additional sections are also required of all new charter applicants intending to operate using online instruction.

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

Sections:

- D.1 Safeguards
- D.2 Safe Research
- D.3 Confidentiality
- D.4 Teacher Selection and Training
- D.5 Community Partnerships
- D.6 Services offered to Students with Disabilities
- D.7 Policies and Procedures

Online Instruction Additional Information

D.1 Safeguards

Section Overview

The purpose of this section is to describe the availability of an intranet or private network to safeguard pupils against predatory and pornographic elements of the internet.

Narrative Prompts and Evaluation Criteria

A response that meets the Board's standard will fully address each bulleted item in a specific and concise manner and will be evaluated based on the extent to which:

- a) The provisions of Learning Management Systems (LMS) and Content Delivery Systems (CDS) that ensure user security through password protected access are described.
- b) The type and quantity of external links used in the course content are described, if external links are required as part of the content delivery and student learning process, and how links are chosen, screened, and updated to ensure adequate protection. Include specific criteria for evaluating external links and/or content.
- c) A means for students to identify and report safety, security, or safeguard issues with external links is described.

Online Instruction Additional Information

D.2 Safe Research

Section Overview

The purpose of this section is to describe the availability of filtered research access to the Internet.

Narrative Prompts and Evaluation Criteria

A response that meets the Board’s standard will fully address each bulleted item in a specific and concise manner and will be evaluated based on the extent to which:

- a) The process to teach Internet Safety to students is identified and explained.
- b) Describe the process and resources available to support research included in the course content and course requirements, including research outside of the course management system.

Online Instruction Additional Information

D.3 Confidentiality

Section Overview

Describe the availability of private individual electronic mail between pupils, teachers, administrators and parents in order to protect the confidentiality of pupil records and information. Ensure processes and procedures are compliant with FERPA.

Narrative Prompts and Evaluation Criteria

A response that meets the Board’s standard will fully address each bulleted item in a specific and concise manner and will be evaluated based on the extent to which:

- a) The AOI school/program has an internal email communication system available within the CDS that is available to the student and any staff, parent, guardian or other stakeholder that plays an integral part in monitoring and supporting the success of the student.
- b) All communications, such as instruction and student progress, between staff, student, and parents are maintained and secure.

Online Instruction Additional Information

D.4 Teacher Selection and Training

Section Overview

Describe the selection and training for online teachers.

Narrative Prompts and Evaluation Criteria

A response that meets the Board’s standard will fully address each bulleted item in a specific and concise manner and will be evaluated based on the extent to which:

- a) The AOI School/Program has established a system of initial and ongoing professional development and monitoring for teachers in an online environment.
- b) Teachers are required to exhibit competency in the use of the LMS so that the technology itself does not interfere with the instructional process and create barriers to student academic success.
- c) Teachers will be qualified as required by federal law, Arizona State Statute, Rule, or policy (such as fingerprinting, state reporting, special education, etc.).

Online Instruction Additional Information

D.5 Community Partnerships

Section Overview

Describe the school's current partnerships with universities, community colleges, private businesses, and community organizations.

Narrative Prompts and Evaluation Criteria

A response that meets the Board's standard will fully address each bulleted item in a specific and concise manner and will be evaluated based on the extent to which it explains:

- a) What community partnerships have been planned or established that encompass the goals of post-secondary transition by fostering partnerships with universities, community colleges, and vocational/technical schools. (Not required for Kindergarten through 8th grade)
- b) What community partnerships have been planned or established with private businesses, career track organizations, and community organizations.
- c) How these partnerships will enhance the school experience for AOI students.

Online Instruction Additional Information

D.6 Services Offered to Students with Disabilities

Section Overview

Describe the services offered to Students with Disabilities, as required by Federal Law.

Narrative Prompts and Evaluation Criteria

A response that meets the Board's standard will fully address each bulleted item in a specific and concise manner and will be evaluated based on the extent to which:

- a) Students will be identified who qualify under the Individuals with Disabilities Act (IDEA) for special services and the AOI School/Program meet the requirements of the IDEA for students with varying disability categories.
- b) The content and the content delivery system can be adapted to meet the accommodation and/or modification requirements for identified students with varying disability categories as needed.
- c) Identified students will receive onsite support when the need is identified (e.g.: related services, tutoring, testing accommodations, etc.) consistent with the level of disability and the Individualized Education Plan or 504.

Online Instruction Additional Information

D.7 Policies and Procedures

Section Overview

Describe the policies and procedures to ensure the academic integrity of the AOI School/Program.

Narrative Prompts and Evaluation Criteria

A response that meets the Board’s standard will fully address each bulleted item in a specific and concise manner and will be evaluated based on the extent to which:

- a) Policies and procedures establish a process for evaluating and managing pupils with declining academic achievement. Include a step-by-step process that identifies the person(s) responsible for implementing the process, consistent with A.R.S. § 15-808(G).
- b) The AOI School/Program will ensure/monitor student progress for at least one year’s growth annually.
- c) Courses offered exhibit formative and summative assessment of student competency.
- d) The AOI School/Program will ensure academic integrity for exit outcomes for each course/grade offering (e.g.: testing issues, plagiarism, etc.).

Checklist

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

<input type="checkbox"/>	Read and signed the “Applicant Agreement”
<input type="checkbox"/>	Completed Form Fields in the Online Application System
<input type="checkbox"/>	Completed and Uploaded Application Preparation 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 and Required Exhibit
<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.3.3 Educational Delivery Methodologies” section
<input type="checkbox"/>	Completed “A.4 Special Populations” section
<input type="checkbox"/>	Completed “A.5 School Calendar and Weekly Schedule” section and Required Exhibits
<input type="checkbox"/>	Completed “A.6 Academic Systems Plan”
<input type="checkbox"/>	Completed “B.1 Applicant Entity” section and Required Exhibits
<input type="checkbox"/>	Completed “B.2 School Governing Body” section
<input type="checkbox"/>	Completed “B.3 Management & Operation” section and Required Exhibits
<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” section, including Required Exhibit (<i>if applicable</i>)
<input type="checkbox"/>	Completed “C.2 Marketing and Student Enrollment” section, including Required Exhibit
<input type="checkbox"/>	Completed “C.3 Staffing Expenses” section
<input type="checkbox"/>	Completed “C.4 Revenue Sources” section
<input type="checkbox"/>	Completed “C.5 Start-Up Budget” section, including Required Exhibits
<input type="checkbox"/>	Completed “C.6 Three Year Operational Budget” section, including Required Exhibits
<input type="checkbox"/>	Completed “D.1 Safeguards” section
<input type="checkbox"/>	Completed “D.2 Safe Research” section
<input type="checkbox"/>	Completed “D.3 Confidentiality” section
<input type="checkbox"/>	Completed “D.4 Teacher Selection and Training” section
<input type="checkbox"/>	Completed “D.5 Community Partnerships” section
<input type="checkbox"/>	Completed “D.6 Services Offered to Students with Disabilities” section
<input type="checkbox"/>	Completed “D.7 Policies and Procedures” section

Appendices

- A. **Terms to Know**
- B. **Forms**
- C. **Applicant Interview Guidance**

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:** These expectations are laid out in detail in the Board's approved and published Academic Performance Framework, available on [the Board's website](#) under "Performance Expectations".
- **Board's Financial Performance Expectations:** These expectations are laid out in detail in the Board's approved and published Financial Performance Framework, available on [the Board's website](#) under "Performance Expectations".
- **Board's Operational Performance Expectations:** These expectations are laid out in detail in the Board's approved and published Operational Performance Framework, available on [the Board's website](#) under "Performance Expectations".
- **Charter:** A legally binding contract between the Arizona State Board for Charter Schools and an approved Applicant. A sample is available on the [Board's website](#) under "Sample New Charter Contract".
- **Charter Principal ("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. These individuals must be consistent with the individuals listed on the Arizona Corporation Commission (if applicable).
- **Community:** A group of individuals that have a shared experience (this could include; but is not limited to; geography, culture, socioeconomics, or ability).
- **Core Academic Subject:** (also referred to as a Core Academic Content Area) For the purposes of this application, core academic subjects are English Language Arts, Mathematics, and Science. These subjects are specifically defined in the Arizona Academic Standards.
- **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. For the purposes of this application, the card must be 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 package must also include documents on file with the domicile state, as amended.
- **Mission:** A clear, concise statement of the school’s purpose, including the desired results, for whom those results will be true, and how they will be achieved.
- **Principal:** See “Charter Principal”.
- **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. The submitted calendar must be in calendar format, not a list of dates.
 - **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.
- **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 Board staff by conducting an evaluation of an application package and capacity interview.
- **Vision:** A clear statement articulating the long-term change that happens if the proposed school is successful in achieving its mission.

B. Forms

On February 4, 2025, the Board approved the Application for a New Charter, which includes templates and forms designated by the Board for the current application cycle. 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 2025 application cycle. The Letter of Intent is the Applicant's communication to Board staff that it intends to submit a new charter application.

- **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 and/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 and/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, March 3, 2025. 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.

- **Application Preparation Form**

The Application Preparation Form must be submitted to disclose the individuals that wrote, revised, or developed various sections of the application package, including those already listed in the application package, and those who are not.

- **Enrollment Matrix for AOI New Charter Applicants**

On the Enrollment Matrix, the Applicant will identify three-year enrollment projections. The enrollment projections will outline the number of projected students 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**

The ASP template must be used 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.

- **Education Service Provider Form**

The Education Service Provider Form is submitted by an applicant intending to contract with an ESP. This form is used to succinctly communicate, in a format consistent across all applications, information about the schools managed by the ESP, information needed about those schools for due diligence purposes, and information about the academic performance of those schools.

- **Budget Template for AOI Applicants**

The Budget Template must be used by each applicant to provide the applicant’s proposed start-up budget, and three-year operational budget, including both revenues and expenses. Each tab of the template must be fully completed to account for the start-up period and the first three years of operation. When completed properly, the template will calculate the projected state and federal funding based on the projected student counts. Ensure that the state equalization revenue is consistent with the number and demographics of the target population. A sample of the Budget Template is provided in this appendix. However, a fillable Excel template is available on the ASBCS online application wizard. If the Applicant is planning to operate using Arizona Online Instruction, it should confirm that it is using the Budget Template specific to this type of applicant to ensure correct state and federal revenue calculations are utilized.

- **Budget Assumptions Template**

Applicants must submit two Budget Assumptions Templates. One will outline the assumptions for the Start-Up Budget (consistent with this tab in the budget template), and one will outline the assumptions for the Three Year Operational Budget (consistent with these tabs in the budget template). The information in this template is used to demonstrate that costs provided in each budget has been adequately researched and is viable and adequate. The template ensures that this information is communicated succinctly in a format consistent across all applications.

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 2025 application cycle. The Letter of Intent must be submitted on the required form posted and available on the Board’s website.

Failure to submit the Letter of Intent by the specified deadline, March 3, 2025 at 12:00 p.m. will exclude the Applicant from the 2025 application cycle. The Letter of Intent must be emailed to charterschoolboard@asbcs.az.gov.

Name of Applicant Entity	
Authorized Representative Name	
Authorized Representative Email Address	
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
Provide a short paragraph summarizing the basics of the program the Applicant intends to provide to students.	

In accordance with the policies of the Arizona State Board for Charter Schools, I certify that I have the authority to submit this Letter of Intent, indicating our entity’s intent to submit an application for a new charter school during the 2025 cycle. My signature indicates 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

Arizona State Board for Charter Schools

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	

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>	Yes	No
<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>	Yes	No
<p>3. Have you ever declared bankruptcy? Please give details on a separate signed, notarized and dated sheet.</p>	Yes	No

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.

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, March 3, 2025. 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.

<p>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, March 3, 2025, for the application package to qualify for submission through the Alternative Submission Process.</p>	<p>_____ Initial to indicate acceptance.</p>
<p>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.</p>	<p>_____ Initial to indicate acceptance.</p>
<p>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 12:00 p.m. April 2, 2025.</p>	<p>_____ Initial to indicate acceptance.</p>
<p>4. I understand that the Alternative Submission of my application package must:</p> <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 12:00 p.m. April 2, 2025. 	<p>_____ Initial to indicate acceptance.</p>
<p>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 Clearing House Transfer within five business days of notification that the application package submission is sufficient to be deemed administratively complete.</p>	<p>_____ Initial to indicate acceptance.</p>
<p>6. I understand that should the complete application package not be received by the ASBCS office by 12:00 p.m. April 2, 2025, the Applicant’s application package will not be processed.</p>	<p>_____ Initial to indicate acceptance.</p>

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

Application Preparation Form



Applicant Information	
Name of Applicant Entity	

Preparation Disclosure:

Provide information regarding each individual that wrote, revised, or developed any section of the application submission. This includes individuals listed in the application materials as representatives, charter principals, and school governing body members; individuals who are employed by the Education Service Provider (if applicable); and individuals who work as a contractor for the applicant entity, whether on a paid or volunteer basis.

Named Individuals: Use this section for individuals named in the application materials:

First and Last Name	Sections of the application this person wrote/revised/developed

Outside Individuals: Use this section for Individuals not named in the application materials:

Individual Name:	
Name and contact information of this person's current primary employer	
Name and address of any public or private school with which this person has been or is currently affiliated, and the dates on which the person was affiliated with the school(s).	
Charter Application submissions this individual has worked on. Please name the authorizer the application was submitted to, and the applicant entity name.	

Application Preparation Form

List the application sections that this person wrote/revised/developed.	
Individual Name:	
Name and contact information of this person's current primary employer	
Name and address of any public or private school with which this person has been or is currently affiliated, and the dates on which the person was affiliated with the school(s).	
Charter Application submissions this individual has worked on. Please name the authorizer the application was submitted to, and the applicant entity name.	
List the application sections that this person wrote/revised/developed.	

Individual Name:	
Name and contact information of this person's current primary employer	
Name and address of any public or private school with which this person has been or is currently affiliated, and the dates on which the person was affiliated with the school(s).	
Charter Application submissions this individual has worked on. Please name the authorizer the application was submitted to, and the applicant entity name.	
List the application sections that this person wrote/revised/developed.	

Duplicate this page as needed.



Enrollment Matrix for AOI 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, both an official student count, and the FTE (Full Time Equivalency) that will be generated from that count.
- 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__	
	Student Count	FTE	Student Count	FTE	Student Count	FTE
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 the first three years of operation.

Proposed 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.

Proposed School Name:			
Names of 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

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; and
- iii. 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; and
- iii. monitoring implementation and follow-up

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			

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Education Service Provider Information Form

Part 1: List of Schools

List all Schools Managed by the proposed Education Service Provider (include both public and private schools, both those that are currently open and those that are approved and will open in the next three years)

School Name	City and State in which School is Located	Authorizer (if Private, put N/A)	Authorizer Contact (Name and Email)

Part 2: Academic Performance

By state, list each public school managed by the proposed Education Service Provider. In the chart, provide the requested information for each individual school. Below the charter, provide a link to where the specific information can be found on the state/authorizer’s website, and (if desired), provide a contextual explanation for the data. Duplicate this section for each state in which the ESP manages schools.

State:

School Name	State Letter Grade (or equivalent metric)	Proficiency Scores	Growth Scores

Link to publicly available information:

Context for the information provided in the chart (optional-limit to one paragraph):

Budget Templates

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Budget Assumptions Template

Use this template for section C.5 Start-Up Budget and C.6 Three-Year Operational Budget (a separate assumptions template for each) to demonstrate that costs provided in the budgets have been adequately researched, and are viable and adequate.

Budget Line Item	Cost in Budget	Source for Cost	Assumptions / Explanation of how cost is viable and adequate

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 a plan to operate a high quality 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.