

APPENDIX A

AMENDMENT REQUEST AND SUPPORT

MATERIALS

1. NEW SCHOOL and ENROLLMENT CAP
AMENDMENT REQUEST FORM
2. AMENDMENT REQUEST DOCUMENTS

New School

Charterholder Info

Charter Holder

Name:
Math and Science Success
Academy, Inc.

CTDS:
10-87-98-000

Mailing Address:
1557 W. Prince Road
Tucson, AZ 85705
> [View detailed info](#)

Representative

Name:
Tatyana Chayka

Phone Number:

Downloads

 [Download all files](#)

Form Fields

Name of school
Academy of Math and Science Peoria Advanced

Grade levels to be served

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

First day of Operation
07/26/2019

Physical Address
7785 W Peoria Ave
Peoria, AZ 85345

Physical Phone Number
(623) 547-5587

Physical Fax Number
(No response)

Mailing Address
3448 N 1st Ave
Tucson, AZ 85719

Mailing Phone Number
5208875392

Mailing Fax Number
5208881732

Attachments

Board Minutes

 [Download File – Minutes](#)

Occupancy Documentation

 [Download File – MASSA Existing COO and Fire Marshall](#)

 [Download File](#) – Architect Plans Occupancy

 [Download File](#) – Occupancy Assurance

Lease agreement or proof of purchase for facility –  [Download File](#)

Copy of Fingerprint Clearance Card for school site administrator –  [Download File](#)

Copy of liability insurance coverage –  [Download File](#)

Narrative –  [Download File](#)

Additional Information

 [Download File](#) – Agricultural Assurance

 [Download File](#) – Staffing Chart

 [Download File](#) – Enrollment Matrix

Enrollment Cap

Is an Enrollment Cap Increase being added to this request?

Yes, an Enrollment Cap Increase is also being requested.

From:

700

To:

2550

Occupancy Documentation –  [Download File](#)

Grade Level Change

Is a Grade Level Increase being added to this request?

No

Curriculum Samples

No documents were uploaded.

Feedback

Feedback

Signature

Charter Representative Signature

Tatyana Chayka 04/25/2018

Math and Science Success Academy, Inc. – New School Site
Academy of Math and Science Peoria Advanced

Describe the rationale for this request:

We are requesting approval of a new school site, Academy of Math and Science Peoria Advanced for the 19-20 school year.

This application is submitted based on our track record of delivering high performance in low-income and underperforming areas, the high demand exhibited for our programs, as well as our organization's mission and commitment to serving as many underserved students as we can. We will provide a program that is unique to this area and will significantly outperform the average school in the neighborhood. Because this neighborhood is performing below the state average in math and ELA, but does not have the same high level of demographic risks present at our other campuses in Phoenix, we believe we will demonstrate significant academic progress in even less time than we have done so in the past.

In addition, *we are requesting an increase in our enrollment cap from 700 students to 2550 students (750 for the 18-19 school year and 2,550 for the 19-20 school year)*, which will accommodate our projected combined enrollment for Math and Science Success Academy, which will be growing by 43 students for the 18-19 school year, and for our two new schools, Academy of Math and Science Peoria Advanced and Academy of Math and Science Glendale, which will each serve 855-900 students, each, in their first year of operation in 19-20.

Last summer, our two campuses in Phoenix generated a combined waiting list of approximately 2,000 students, demonstrating the demand for our program in the Maryvale community. Our recently granted new school site, Academy of Math and Science Desert Sky, is fully enrolled and already wait listing students across all grade levels.

The academic programs utilized by the Academies of Math and Science, mentioned subsequently as Academies, have proven highly effective with at-risk student populations in areas with low-performing schools in need of high-performing schools, as demonstrated by our schools' academic results (network-wide, since 2010 we have outperformed local neighborhood schools by over 20%, sometimes over 30%, across math, language arts, and science).

The charter holder, Math and Science Success Academy, Inc., currently has one site: Math and Science Success Academy (MASSA). In 13-14, MASSA achieved a "B" letter grade and has continuously been one of the top three highest scoring K-8 schools in a five-mile radius of its location as measured by absolute AzMERIT scores. Statewide, MASSA outperformed 573/604 schools on an average of math and ELA passing scores on the most recent AzMERIT measured against all K-8 schools serving a >70% FRL population.

In line with our growth plan and desire to provide an excellent education to as many students as possible, we are seeking to open a new site for MASSA, Academy of Math and Science Peoria Advanced (AMS Peoria Advanced). Based on research of demand for this area and our experience enrolling students at other sites, we anticipate an enrollment of at least 855 students

in grades K-8 during out first year of operation (but no more than the enrollment cap). The enrollment of all schools under this charter and corporation would be at or above 91.5% of the enrollment cap for the 18-19 school year (with a total of 686 students) and at or above 94% of the enrollment cap in all years after that (with a total of at least 2,396 students, but no more than the enrollment cap). The new school will operate on a 200-day calendar.

Provide a detailed staffing plan consistent with each Staffing Chart submitted with this request. Describe how the staffing (administrative, instructional, and non-instructional), enrollment, and target population needs will be addressed by the following processes: Recruitment; Hiring; and Training

Staffing changes: In the explanation below, replacement of staff refers to hiring of positions already in place for the prior year. In 18-19, MASSA will hire one additional staff member and will replace 7-10 lost due to attrition (based on retention of 80-85%). Beginning with 19-20, hiring needs will remain constant, hiring no new positions and replacing 7-10 staff members a year as needed.

AMS Peoria Advanced necessitates the hiring of 59 staff in the first year. Based on a slightly lower expected retention (75-80%), we will need to replace 12-15 staff members due to attrition per year going forward.

AMS Glendale will have the same hiring needs as AMS Peoria Advanced.

Altogether, the charter holder will hire 1 new team member and replace 7 to 10 staff members in 18-19, will hire 118 new staff members and replace 7 to 10 staff members in 19-20, and will replace 31 to 40 staff members in 20-21 and going forward.

We anticipate our administration to be consistent at the MASSA campus. For the AMS Peoria Advanced and AMS Glendale campuses, we have identified internal candidates currently on a leadership track to enter administrative positions, but have not yet made offers.

Track record of success: The team at the Academies has extensive experience with recruiting, hiring, and training new staff for school expansions. For the 17-18 school year, our staff successfully identified, recruited, assessed, hired, and on-boarded approximately 70 new employees for our Tucson and Phoenix school locations. We are currently almost done with hiring network-wide for the 18-19 school year and once complete, will have on-boarded over 100 new team members.

Recruiting:

Recruiting of administrative, instructional, and non-instructional staff is addressed by a similar process, as outlined below.

For the 17-18 school year, our recruitment efforts resulted in a total of 6000 applications submitted to us for all available positions, about 85 applications per opening. We are on track to

reaching the same results this year.

Process: Starting in December of each year, network office support staff begin recruiting for the upcoming school year through multiple recruiting channels. Recruiters post teacher-friendly advertisements stressing the core values of our organization on various general and teacher-specific employment websites, top-ranking Universities' job boards, multiple social media applications, and the schools' own websites. School leaders represent the network and recruit potential candidates at gatherings such as career fairs, Teach for America summits, and local educational events.

All interested candidates submit an application through our website with a resume, cover letter and/or writing sample, and 3 references. Applicants are evaluated by various metrics such as writing skills, mission alignment, job stability in the past, and written content assessments in their areas of specialization. Suitable candidates are scheduled for an interview, typically with a school principal. To ensure each new team member is a quality fit for our organization, all candidate interviews include specific questions related to motivation, personality, and values; technical competence; team skills; problem solving abilities; and prior evidence of success. Teachers are asked to conduct a sample lesson after receiving our teacher evaluation worksheet. Through this process, we find intelligent and motivated candidates who love teaching, have the fortitude to work long and flexible hours, are quick learners, and whose work ethic and values will mesh well with the school's instructional philosophy.

Hiring:

Our network office employs fulltime HR managers who work to on-board all staff. The HR manager collects all required personnel information to ensure employees can be compensated on time, performs reference and background checks, assists all employees with signing up for health insurance and other employer-provided benefits, and ensures the school maintains documentation of each teacher's qualifications, including proof of Appropriately Certified status and valid fingerprint clearance card status. This person also works with the finance team to ensure legal compliance with all aspects related to employment and subsequently oversees compliance of HR files during audits.

Our Marketing and Recruitment Manager oversees the pacing of completion of hiring to ensure that we are on track to filling all open positions and completing all processes by June 15 for all open positions for each school year.

To ensure efficiency and fidelity in our hiring and onboarding processes, we employ a variety of intake systems such as SmartSheet and CRM solutions such as ADP's applicant tracking system in order to more easily track these processes.

Training - Instructional Staff

In order to ensure our instructional program is carried out with effectiveness and fidelity, the Academies provide several different forms of training and professional development. New teachers undergo three weeks of training before the start of the school year. This training

includes hands-on learning and application of the school's instructional procedures and practices as well as curriculum-specific training for the school's core subjects and various other school expectations related to human resources, attendance tracking, grading, parent and student communication, culture, and deadlines. Every teacher receives an instructional manual, which serves as the basis for all teacher training throughout the year. Each school also has an instructional coach who continuously mentors and coaches teachers, performs classroom observations, and provides additional training on an as-needed basis during planning periods and professional development days. Teachers have planning time to allow them to observe each other's classrooms. Teachers also meet weekly in professional learning communities (PLCs) with the other teachers in their grade level to review and discuss lesson plans and teaching strategies. Professional development and PLCs are held Fridays following a half day for students. Teachers additionally meet with principals bi-weekly to receive feedback on performance, set goals, and go over the use of data to inform instruction. Evaluation of teachers occurs at least twice per year after sufficient time and training has been provided to learn the school's expectations.

Training – Administrative and Non-Instructional

Administrative personnel that are hired begin with shadowing existing administrative personnel in the network and receive manuals detailing job responsibilities. Shadowing generally lasts for approximately one academic year during which time the staff member steps into their full-time position and becomes the primary person in charge of their responsibilities. During the shadowing period, staff members may observe leaders at the network level or at each one of our existing school sites. The staff member is expected to perform all the duties as required by the position they are being trained for, however, they are provided significant feedback on a daily basis. New and existing staff also attend conferences which help with their understanding of school software (i.e. PowerSchool) and any state and federal reporting requirements such as the MEGA Conference. Additionally, staff participate in instructional rounds observing other campuses continually, even after the initial shadow period.

All instructional leaders attend a monthly all-day training and debriefing meeting where leaders from all sites bring up concerns or issues they are having and are provided targeted feedback and training by network leadership in critical areas.

All personnel meet with their direct supervisors on a bi-weekly basis for feedback and to bring up any issues on which they need support.

Identify the target population of the proposed school, and demonstrate a clear understanding of the following:

The students the proposed school intends to serve (with demographic profile):

The area surrounding our proposed site at 7785 W Peoria Ave, Peoria, AZ 85345 in Peoria has somewhat less risk factors as compared with other neighborhoods our schools serve. Nevertheless, the performance of the neighborhood is below Arizona's average. Since we intend our school to be primarily a neighborhood school, our analysis of the expected student population is based on the demographics of nearby schools within a three-mile radius around the

proposed site. Based on averages from all public schools within a three-mile radius of our proposed site, along with zip code census data, we expect the following student demographic breakdown:

- Free or Reduced Lunch: 53%
- Minority: 61%
- English Language Learner: 5%
- SPED: 14%
- High School Graduates: 88%
- Bachelor's Degree or Higher: 20%

Excepting the SPED population, the students in this neighborhood exhibit lower demographic risks than students at MASSA despite achievement scores below the state average. The AMS program is designed to accelerate students with academic deficits and put all students on track for performing in curriculum at above grade level. We will hold students at this campus to the same expectation as at all of our campuses, but believe that we will demonstrate significant increases of achievement in a much smaller timeframe because of the reduced risk factors.

See below for the statistics for the 85706 and 3-mile radii statistics for the existing Math and Science Success Academy campus:

- Free or Reduced Lunch: 80.11%
- Minority: 88.8%
- English Language Learner: 12.80%
- SPED: 15.10%
- High School Graduates: 67.9%
- Bachelor's Degree or Higher: 7.9%

How the population is similar to, or different from, the population currently served by the school(s) operating under the charter:

This new population, while predominantly Hispanic as at MASSA, exhibit lower demographic risks than students at MASSA. The data we have obtained from above is from disaggregated data from schools in a 3-mile radius in the area as well as census data for 85345. The SPED population of this area is similar to that near MASSA (and above the average of charters in Arizona), however, we feel confident that our inclusion model, behavioral supports, tiered intervention structure, SPED staff, and other student IEP identified supports will effectively address the learning needs of this population.

Whether the students will be primarily neighborhood or commuter:

We expect our students to be primarily neighborhood students. Across all but one school in our network, over half the students live within two miles of each campus, and almost 75% of students live within a three-mile radius of each campus.

Current levels of academic performance and needs not currently met for the target

population:

One of the main factors considered in our selection of this school location was the performance of nearby schools as well as the below state average charter school saturation of 16%. The average passing rate on the AzMERIT exam for schools in a 3-mile radius of AMS Peoria Advanced’s proposed location was 33% for English Language Arts and 33% for Math, which are 6% and 7% below the respective state average passing rates of 39% and 40%, respectively. Based on our analysis of nearby campuses, AMS Peoria Advanced will be unique operating on a 200-day calendar year and providing significantly more instructional time on a daily basis for all students (whether on-level, advanced, or remedial) than nearby schools. Additionally, AMS Peoria Advanced will offer STEM curriculum, foreign languages, and extracurricular programs that are not offered in nearby schools.

Collectively, the schools in the neighborhood we are intending to serve are not providing enough quality school options for students in the community. Please see the tables below for additional details about the performance of schools surrounding the proposed school site.

| Additional School Choices Serving Grades K-8 within 5 Miles of the New School | | | | | | | |
|--|-----------------------------|----------------------------------|---|-----------------------|---|------------|-------------|
| Total Schools | FY 2014 Letter Grade | Number of Charter Schools | FY 17 AzMERIT Greater than State Average | | Subgroups within (+5% of Charter Holder's Subgroup Data) | | |
| | | | ELA(>39%) | Math (>40%) | FRL | ELL | SPED |
| 20 | A | 2 | 9 | 7 | 1 | 8 | 10 |
| 29 | B | 5 | 8 | 9 | 3 | 21 | 5 |
| 17 | C | 2 | 4 | 7 | 3 | 8 | 3 |
| 5 | D | 1 | 1 | 1 | 0 | 1 | 0 |
| 0 | F | 0 | 0 | 0 | 0 | 0 | 0 |
| 3 | #N/A | 2 | 1 | 0 | 0 | 2 | 2 |

| Comparison of nearby schools to Math and Science Success Academy | | | | |
|---|-----------------------------|----------------------------------|--|-----------------------|
| Total Schools | FY 2014 Letter Grade | Number of Charter Schools | FY 2017 AzMERIT Greater than Math and Science Success Academy | |
| | | | ELA (>50%) | Math (>44%) |
| 20 | A | 2 | 5 | 7 |
| 29 | B | 5 | 2 | 7 |
| 17 | C | 2 | 3 | 4 |
| 5 | D | 1 | 0 | 0 |
| 0 | F | 0 | 0 | 0 |
| 3 | #N/A | 2 | 1 | 0 |

There are over 44,000 children in the 5-14 age range within a 5-mile radius of the proposed location for AMS Peoria Advanced. The population of K-8 age children near our proposed location, below state average performance (despite lower demographic risks than the other areas we serve), below average charter saturation, and lack of academic programs similar to what we offer show that this area is in need of an AMS school. There are currently almost 14,000 K-8 students attending C, D, and F-rated schools (according to 13-14 letter grades) within a 5-mile radius of AMS Peoria Advanced's location.

Many students in this area do not have access to the type of high quality education that Academy of Math and Science is able to provide. Our network has a track record of producing results far above the mean in the areas with underperforming schools and with large populations of disadvantaged or at-risk populations.

Describe how the school will provide a quality academic option and/or a unique program of instruction that is currently unavailable to the target population.

AMS Peoria Advanced will be unique in the current market for many reasons. We will:

- Directly address the needs of students of all backgrounds seeking a college-preparatory education.
- Involve parents in various ways to reduce the mobility rate which is common in the area by setting clear expectations up front about what it takes to make it into college. Parents are looked at as multiyear partners.
- Be open longer than nearly every school in a 5-mile radius (up to 12 hours per day). This encourages single parents and other working parents to enroll their children and stay enrolled in the school.
- Offer significantly more instructional time (up to 50% more than surrounding schools).
- Offer daily specials classes such as foreign language, physical education, technology, and art, which are being cut from many district schools.
- Teach children habits of mind, study skills, philosophy, and ethics to prime students for high levels of achievement.

Identify the number of instructional days the school will be in session.

The school will be in session for 200 instructional days per year.

Provide a detailed description of how the Charter Holder will meet the enrollment targets identified in each Enrollment Matrix submitted. Include:

Returning students and anticipated new student enrollment:

Existing campus under charter, Math and Science Success Academy: From the 592 K-7th graders enrolled at MASSA for the 17-18 school year, 540 have indicated they will be returning. Therefore, we have recruited 146 students for the 18-19 school year. For years 18-19 and

forward, we can predict a 90% student retention rate based on historical student retention data. From the 631 returning K-7th graders, we expect 568 to return and therefore, we will recruit 118 students each year.

Our retention assumptions below are based on our experience at other school sites with rapid student growth. We anticipate by year five to reach 90% retention, however, that is outside the timeline of this presentation.

New campus under charter, Academy of Math and Science Peoria Advanced: We will recruit 855 students in our first year. Of the 795 K-7 students in the 18-19 school year, we anticipate at least 600 will return for the 19-20 school year. Based on our continuous improvement of retention, we expect to see as high as 85% retention, although we budget our student recruitment using a lower retention %. We anticipate needing to recruit no more than 255 students for the 19-20 school year and going forward.

Plan for meeting next year's enrollment targets.

The dates in the table in this document (the timeline for enrollment) summarize our methods to meet enrollment targets. In addition to online methods of recruitment, we will be doing substantial in-person recruitment within the community neighboring our proposed location. 4 employees (all parents of our Phoenix schools) will be setup in pre-selected high foot traffic areas for face-to-face personal marketing with parents. Other methods of recruitment may be used, if needed, including targeted postcard mail marketing as well as canvassing of nearby residential areas.

Advertising for MASSA, if any, will be minimal. MASSA has had yearly waiting lists since its inception.

For the new campus AMS Peoria Advanced: In 19-20, we expect to recruit an average of 70 students per month from in-person marketing for a total of 560 students over eight months with our proposed marketing timeline within this application. Our online campaigns can be expected to generate an average of 30 enrollments per month for a total of 240 students over eight months. Finally, the mailing campaigns will result in an expected estimated total of 50-100 enrollments. In all, between these three recruitment strategies, we can expect to enroll at least 855 students and no more than 900 students per our enrollment cap. These estimates are based on actual students registered. Actual students that submit enrollment packets for consideration but for one reason or another do not register (move, new school, waitlisted), will likely be considerably higher. Our network track record and waiting lists support our projections for AMS Peoria Advanced.

For our concurrent application, AMS Glendale: We will replicate the strategy above for AMS Peoria Advanced.

Necessary advertising and/or promotion to meet enrollment targets.

The Academies of Math and Science have a successful track record of meeting enrollment targets. Last year, we grew by 700 students and despite that growth, we waitlisted approximately 2000 students. For our recently approved new school site, Academy of Math and Science Desert Sky, we have already enrolled almost 1,000 students and anticipate having waitlists in all grades, even for this campus.

In addition to online methods of recruitment, we will be doing substantial in-person recruitment within the community neighboring our proposed location. We will be setting up booths and local venues at local supermarkets and many other retail areas. Four parent employees will be setup in these pre-selected high traffic areas for face-to-face personal marketing with parents. Other methods of recruitment may be used if needed including targeted postcard mail marketing as well as canvassing of nearby residential areas. We will utilize social media marketing through Facebook and Twitter, and will utilize Google Adwords to maximize our visibility to potential parents and students searching for schools online. We will also hold a series of open houses for the new school beginning in January of 2019 and ending in early May of 2019.

The timeline for enrollment at the proposed school, and how it will be communicated to the public:

Our experience opening and enrolling new charter schools has taught us to start the process early, and that we need to communicate to the public through all available venues, while focusing face-to-face marketing at local venues. We will begin marketing for the new school by December 2018 to be prepared for an opening in Fall 2019. The chart below summarizes the projected start and end dates for each of our marketing and enrollment activities. We will be communicating to the public in person, through mailing, through online advertising, and through social media.

| | |
|---------|---|
| 12/1/18 | Social media campaign for 19-20 school year (Facebook, Twitter, Instagram, etc.) |
| 12/1/18 | Begin in-person marketing at high-density areas |
| 1/1/19 | Start Google Adwords and other online advertising campaigns and begin taking student enrollment packets for 19-20 school year |
| 1/1/19 | Post 19-20 Enrollment Packet on all Academies websites and begin pre-enrollments for the 19-20 school year |
| 1/15/19 | Distribute first mass brochure/postcard mailing / first open house |
| 2/26/19 | Send follow up mailer if needed / second open house |
| 3/1/19 | Hold student lottery |

| | |
|---------|---|
| 5/1/19 | Last open house |
| 7/15/19 | Complete enrollment paperwork for all students expected for the 19-20 school year |
| 7/1/19 | End in-person marketing campaign. Back to school/meet your teachers night. |
| 7/1/19 | Scale back social media campaign and online advertising for start of school year |
| 7/26/19 | First day of school |

A description of the market analysis that supports the successful enrollment of the projected student count:

We selected our proposed site by combining population density, income, minority, and poverty rate data from the most recent US Census with A-F rating and school enrollment data from the ADE and Arizona Education Evaluator from the Arizona Charter Schools Association. To help narrow our search, we obtained a population density heat map and overlaid it with school performance data, then cross-referenced the resulting map against the census data to ensure we were in a low-performing and low-income area. We also worked with Collier's International to develop a charter saturation map of the greater Phoenix area. We were contacted by representatives of a current school at the property, Copper Canyon Academy, which has decided to surrender its operation, and fortunately, the school's location was within our targeted geographical areas.

Our projected enrollment for AMS Peoria Advanced is 855 students during year one and going forward up to the enrollment cap of 900. There are over 44,000 children in the 5-14 age range within a 5-mile radius of the proposed location for AMS Peoria Advanced. The population of K-8 age children near our proposed location, combined with the high number of low performing schools within the same area, shows that this area is desperately in need of the quality school choice options that an AMS new school will provide. There are currently almost 14,000 K-8 students attending C, D, and F-rated schools (according to 13-14 letter grades) within a 5-mile radius of AMS Peoria Advanced's location.

Based on the proposed location's population density, pass rate performance on AzMERIT in a five-mile radius of our proposed location, number of students attending A and B and D or F-rated schools, charter saturation percentage, and availability of similar academic programs, we have determined that we will meet enrollment targets and likely have excess demand each year of operation as we have at all of our campuses.

Identify the concrete resources, if any, needed for implementation. Consider the changes needed to curriculum, assessment, and instruction to implement this request. Provide the rationale for your response. If the response indicates that resources are not needed to implement the request, explain why:

We plan to implement the same curriculum set at our new school as we have at MASSA. The amounts and costs of the curriculum set necessary for our opening enrollment projection of 855 students is detailed in the first table below.

| Curriculum | Program Name | Cost for Class of 30 | Total Classes | Total Cost |
|---------------------------------------|--|-----------------------------|----------------------|-------------------|
| Elementary Reading | Open Court | \$5,500.00 | 24 | \$132,000.00 |
| Middle School Reading | Realms of Gold and Novel Sets | \$3,000.00 | 7 | \$21,000.00 |
| Reading Remediation Program | Corrective Reading | \$6,286.69 | 3 | \$18,860.07 |
| Elementary/Middle School Write Source | Write Source | \$1,308.00 | 31 | \$40,548.00 |
| Saxon Math | Saxon Math | \$3,546.00 | 31 | \$109,926.00 |
| Elementary Science | My Pals are Here and Delta Modules | \$1,005.00 | 24 | \$24,120.00 |
| Middle School Earth Science | Earth Science Investigations | \$2,950.00 | 7 | \$20,650.00 |
| Middle School Biology and Physics | Life Science and Foundation of Physics | \$2,950.00 | 7 | \$20,650.00 |
| Elementary Social Studies | HM Social Studies | \$1,082.00 | 24 | \$25,968.00 |
| Middle School Social Studies | My World History and American History | 2142 | 7 | \$14,994.00 |
| A/R | Accelerated Reader | \$1,400.00 | 24 | \$33,600.00 |
| Study Island | Study Island | \$462.00 | 19 | \$8,778.00 |
| NWEA | Map Assessments | \$375.00 | 31 | \$11,625.00 |
| Foreign language and music curriculum | Teacher-selected | \$3,000.00 | 3 | \$9,000.00 |
| Art | Various supplies | \$3,000.00 | 2 | \$6,000.00 |
| Teacher supplies | Various supplies | \$450.00 | 40 | \$18,000.00 |

| | |
|---------------|---------------------|
| Total: | \$515,719.07 |
|---------------|---------------------|

In addition to curriculum, we will also need the furniture and technology resources listed below.

| Equipment/Supply Must Have | Price Each | QTY | Total Price |
|-------------------------------------|-------------------|---------------|---------------------|
| Small Bookcases | \$171.95 | 40 | \$6,878.00 |
| Large Bookcases | \$191.95 | 80 | \$15,356.00 |
| Bulletin boards | \$70.88 | 80 | \$5,670.40 |
| White boards | \$179.88 | 120 | \$21,585.60 |
| Rugs-Elementary | \$299.88 | 24 | \$7,197.12 |
| Copier | \$10,198.15 | 2 | \$20,396.30 |
| Single pedestal file cabinets | \$324.95 | 48 | \$15,597.60 |
| Office large file cabinets | \$600.00 | 3 | \$1,800.00 |
| Motorola Radios | \$279.00 | 30 | \$8,370.00 |
| 33 Chromebooks with Chromebook Cart | \$1,116.60 | 15 | \$16,749.00 |
| 900 student desks and chairs | \$70.00 | 900 | \$63,000.00 |
| Cafeteria tables | \$300.00 | 20 | \$6,000.00 |
| Teacher desks | \$300.00 | 40 | \$12,000.00 |
| Horshoe tables | \$150.00 | 12 | \$1,800.00 |
| Projectors | \$1,000.00 | 40 | \$40,000.00 |
| Document cameras | \$150.00 | 40 | \$6,000.00 |
| Guitars, pianos, and piano benches | \$175.00 | 99 | \$17,325.00 |
| | | Total: | \$265,725.02 |

The first payment for a school year is not distributed until August 1st of the Fiscal Year. Explain how the Charter Holder will manage all expenses, including, but not limited to, those already identified in the staffing and resource components of the narrative, prior to receiving this initial payment.

AMS Peoria Advanced is set to open in the fall of 2019 with a targeted first year enrollment of 855 students. In order to achieve this target, the network office will be responsible for assisting the principal in the recruitment of both students and staff. Any short-term deficits in cash flow will be covered through intercompany loans, a projected network-wide cash balance of \$6,000,000 as of June 30th, 2019, and a banking line of credit of over \$1,000,000.

The new school will not be charged management fees for recruiting, marketing, and all support services provided until the school has received at least several months of state payments.

Total short-term cash needs for AMS Peoria Advanced per our budget and prior experience should not exceed \$634,000, broken up as follows:

- Teachers and parapro salaries and benefits - \$223,000
- Administrator salaries and benefits - \$109,000
- Front office salaries and benefits - \$84,500
- In-person marketer salaries and benefits - \$52,500
- Online/postcard/radio costs - \$75,000 (only used if other methods are ineffective)
- Capital expenses - \$90,000 (the remaining \$691,500 will be purchased through bond proceeds)
- Facilities costs - \$0 (through use of capitalized interest)
- Management fees - \$0 (deferred for at minimum several months)

We are able to support these startup costs concurrently with startup costs for our other new school site AMS Glendale.

Recruiting, hiring, and training employees

Our network office will source all candidates and provide all HR support, initially funded by the cash of the parent corporation, Math and Science Success Academy, Inc. The leadership of the school will interview the teachers and provide training.

Teachers and paraprofessionals will receive approximately 3 weeks of training budgeted at \$223,000 for the month of July.

Administrator salaries to launch the school are budgeted at \$109,000, which includes bringing 5 administrators on at various times from December 2018 through June 2019, marketing and taking new enrollments and training teachers.

Advertising and promoting the school

Front office support is estimated to be at \$84,500 (the leadership team will need in registering new students).

We will utilize four part-time parent employees to promote the school beginning in December 2018. They will be setup in pre-selected high traffic areas for face-to-face personal marketing with parents. Based on previous experiences, we are allocating \$52,500 to this task.

Other methods of recruitment may be used if needed, including targeted postcard mail marketing as well as canvassing of nearby residential areas. We will also utilize social media marketing through Facebook and Twitter, and will utilize Google Adwords to maximize our visibility to potential parents and students searching for information about schools online. Additionally, we may also employ radio. We will also hold a series of open houses for the new school beginning in January 2019 and ending in early May 2019. Social media and postcard marketing costs should not exceed \$75,000, which will only be used if other methods are ineffective.

Purchase of concrete resources.

Prior to the school's implementation, we will purchase the necessary concrete furniture, supplies, and curricular resources listed in the tables above. Most of this is categorized as capital expenses (approximately \$691,500 of the total \$781,500 in the expenses in the tables above) and will be purchased through use of tax-exempt bond proceeds upon issuance of further bonds, anticipated to happen prior to October of 2018.

Facilities

We are purchasing the site at 7785 W Peoria Ave, Peoria, AZ 85345, which consists of approximately 32,000 square feet of existing structures on almost 9 acres. We will renovate the site to allow us to operate our standard academic model at all of our campuses. We will use capitalized interest to defer debt costs for AMS Peoria Advanced. We will defer debt costs at least until September 2019 to get us through a period where no state aid payments are made.

The depreciation and interest expense as well as principal is budgeted to average 20% of the total expenditures of the school, which will drop to an anticipated 15% or less upon the second year. All other facility costs are budgeted at 3% of total annual expenditures. We will acquire the property using an interest-only bridge loan (we have a letter of commitment in place from CLI Capital) and will develop the site and permanently finance it with a tax-exempt public bond issuance, as we have done for several of our campuses in the past. Any further renovation or expansion will be financed through subordinate lending or the refinancing of existing bonds. If needed, we can also obtain financing from other lenders we have worked with in the past including CSDC, AB&T, and RAZA Development Fund. AMS Peoria Advanced will add to the financial strength of the Math and Science Success Academy, Inc. charter holder, which will meet all ASBCS financial requirements ending FY 19 and FY 20 with over 90 days of cash on hand. This financial performance is possible because of capitalized interest deferring first year debt costs.



Arizona State Board for Charter Schools

Staffing Chart

Complete the table to provide the current and anticipated staffing for the school(s) operated by the Charter Holder. Include staff members needed if the request is granted.

Directions*:

- In each box under the “Number of Staff Members” columns, identify the number of staff members for each position/category for the current and upcoming three fiscal years.
- Copy and paste the chart for each school operated by the Charter Holder.

| School Name: Math and Science Success Academy | | | | |
|---|-------------------------|------------------|------------------|------------------|
| Position | Number of Staff Members | | | |
| | Current—FY18 | Anticipated—FY19 | Anticipated—FY20 | Anticipated—FY21 |
| Administration | 4 | 4 | 4 | 4 |
| Teachers/Instructional Staff | | | | |
| Kindergarten | 3 | 3 | 3 | 3 |
| 1 st | 3 | 3 | 3 | 3 |
| 2 nd | 3 | 3 | 3 | 3 |
| 3 rd | 3 | 3 | 3 | 3 |
| 4 th | 3 | 3 | 3 | 3 |
| 5 th | 3 | 3 | 3 | 3 |
| 6 th | 3 | 3 | 3 | 3 |
| 7 th | 2 | 2 | 2 | 2 |
| 8 th | 2 | 2 | 2 | 2 |
| 9 th | | | | |
| 10 th | | | | |
| 11 th | | | | |
| 12 th | | | | |
| Specialty Staff (Music, Art, PE, etc.) | 8 | 8 | 8 | 8 |
| Special Education | 1 | 1 | 1 | 1 |
| Paraprofessional | 6 | 7 | 7 | 7 |
| Additional Staff | | | | |
| List title: _Maintenance_____ | 2 | 2 | 2 | 2 |
| List title: _Front Office__ | 2 | 2 | 2 | 2 |
| List title: _Interventionist_____ | .5 | .5 | .5 | .5 |
| Total Number of Staff Members | 48.5 | 49.5 | 49.5 | 49.5 |

*To view an example of a completed staffing chart, review page 14 of The Guide to Amending a Charter.

Staffing Chart

| School Name: Academy of Math and Science Glendale | | | | |
|--|--------------------------------|------------------------------|------------------------------|------------------------------|
| Position | Number of Staff Members | | | |
| | Anticipated— FY19 | Anticipated— FY20 | Anticipated— FY21 | Anticipated— FY22 |
| Administration | 2 FTE (5 total) | 5 | 5 | 5 |
| Teachers/Instructional Staff | | | | |
| Kindergarten | | 4 | 4 | 4 |
| 1 st | | 4 | 4 | 4 |
| 2 nd | | 4 | 4 | 4 |
| 3 rd | | 4 | 4 | 4 |
| 4 th | | 4 | 4 | 4 |
| 5 th | | 4 | 4 | 4 |
| 6 th | | 3 | 3 | 3 |
| 7 th | | 2 | 2 | 2 |
| 8 th | | 2 | 2 | 2 |
| 9 th | | | | |
| 10 th | | | | |
| 11 th | | | | |
| 12 th | | | | |
| Specialty Staff (Music, Art, PE, etc.) | | 7 | 7 | 7 |
| Special Education | | 2 | 2 | 2 |
| Paraprofessional | | 9 | 9 | 9 |
| Additional Staff | | | | |
| List title: __Front Office__ | 2.5 | 3 | 3 | 3 |
| List title: __Maintenance__ | | 2 | 2 | 2 |
| List title: Parent Marketers | 4 | | | |
| List title: _____ | | | | |
| Total Number of Staff Members | | 59 | 59 | 59 |

Staffing Chart

| School Name: Academy of Math and Science Peoria Advanced | | | | |
|---|--------------------------------|------------------------------|------------------------------|------------------------------|
| Position | Number of Staff Members | | | |
| | Anticipated— FY19 | Anticipated— FY20 | Anticipated— FY21 | Anticipated— FY22 |
| Administration | 2 FTE (5 total) | 5 | 5 | 5 |
| Teachers/Instructional Staff | | | | |
| Kindergarten | | 4 | 4 | 4 |
| 1 st | | 4 | 4 | 4 |
| 2 nd | | 4 | 4 | 4 |
| 3 rd | | 4 | 4 | 4 |
| 4 th | | 4 | 4 | 4 |
| 5 th | | 4 | 4 | 4 |
| 6 th | | 3 | 3 | 3 |
| 7 th | | 2 | 2 | 2 |
| 8 th | | 2 | 2 | 2 |
| 9 th | | | | |
| 10 th | | | | |
| 11 th | | | | |
| 12 th | | | | |
| Specialty Staff (Music, Art, PE, etc.) | | 7 | 7 | 7 |
| Special Education | | 2 | 2 | 2 |
| Paraprofessional | | 9 | 9 | 9 |
| Additional Staff | | | | |
| List title: __Front Office__ | 2.5 | 3 | 3 | 3 |
| List title: __Maintenance__ | | 2 | 2 | 2 |
| List title: Parent Marketers | 4 | | | |
| List title: _____ | | | | |
| Total Number of Staff Members | | 59 | 59 | 59 |

Leadership Staffing Chart

Complete the table below to provide current and anticipated leadership for the school(s) operated by the Charter Holder.

Directions:

- In the “Title” column, list the title of each leadership position at the school. Consider all individuals who are part of the leadership team (e.g. principal, instructional coach, lead teacher, etc.).
- In the “Current” and “Anticipated” columns, list the **names** of the individuals that will hold each of the leadership positions during the current and upcoming three fiscal years. If an existing staff member will not hold the position in the projected year, write “New Hire” or “TBD” (to be determined) in the box for that position.
- Copy and paste the chart for each school operated by the Charter Holder.

| School Name: Math and Science Success Academy | | | | |
|---|-----------------|------------------|------------------|------------------|
| | Leadership Team | | | |
| Title | Current—FY18 | Anticipated—FY19 | Anticipated—FY20 | Anticipated—FY21 |
| Principal | Norma Derby | Norma Derby | Norma Derby | Norma Derby |
| Assistant Principal | Ashlynn Johnson | Alicia Morris | Alicia Morris | Alicia Morris |
| Instructional Coach | Dana Rones | Dana Rones | Dana Rones | Dana Rones |
| Dean of Students | Shannon Hunt | Shannon Hunt | Shannon Hunt | Shannon Hunt |
| | | | | |
| | | | | |
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| | | | | |

| School Name: Academy of Math and Science Glendale | | | | |
|---|------------------|------------------|------------------|------------------|
| | Leadership Team | | | |
| Title | Anticipated—FY19 | Anticipated—FY20 | Anticipated—FY21 | Anticipated—FY22 |
| Principal | Kim Chayka | Kim Chayka | Kim Chayka | Kim Chayka |
| Assistant Principal | | TBA | TBA | TBA |
| Assistant Principal | | TBA | TBA | TBA |
| Dean of Students | | TBA | TBA | TBA |
| Instructional Coach | | TBA | TBA | TBA |
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Staffing Chart

| School Name: Academy of Math and Science Peoria Advanced | | | | |
|---|-------------------------|-------------------------|-------------------------|-------------------------|
| | Leadership Team | | | |
| Title | Anticipated—FY19 | Anticipated—FY20 | Anticipated—FY21 | Anticipated—FY22 |
| Principal | Adriana Rodriguez | Adriana Rodriguez | Adriana Rodriguez | Adriana Rodriguez |
| Assistant Principal | | TBA | TBA | TBA |
| Assistant Principal | | TBA | TBA | TBA |
| Dean of Students | | TBA | TBA | TBA |
| Instructional Coach | | TBA | TBA | TBA |
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