AGENDA ITEM: NEW CHARTER APPLICATION – ARIZONA LANGUAGE PREPARATORY

Arizona Language Preparatory submitted a complete charter application package for the Board's consideration. The revised application package does not meet the requirements set by the Board for the 2013-2014 application cycle. This report contains:

1. A brief introduction to the application package,
2. An overview of each section of the application package, including:
    a. A description of the proposed education plan,
    b. A description of the applicant's organization with a summary of information submitted regarding applicant education and experience,
    c. A description of the applicant's business plan,
    d. Information from the in-person interview,
3. The overall score for the application package, and
4. Staff's recommendation regarding this application package.

Additional items in the portfolio include:

- A copy of the final scoring rubric which confirms the application package does not meet the requirements as demonstrated through the review of the preliminary application package submitted on June 29, 2012 (including the technical assistance provided to the applicant) and review of the revised application package submitted on December 18, 2012,
- Each section of the revised application package, and
- A copy of the applicant's request that the revised application package not meeting the scoring criteria move forward for Board consideration.

A link to the audio recording of the in-person interview is found on agenda item M.1.

APPLICATION INTRODUCTION

Arizona Language Preparatory is an Arizona Non-profit corporation formed in 2010. The authorized representative for the corporation is Yuntan Emily Sheen. The proposed school, Arizona Language Preparatory, will serve grades K-3 in Phoenix.

Mission Statement
The stated mission of Arizona Language Preparatory is as follows: Arizona Language Preparatory aims to provide the skills, tools, and competencies that our children will need to compete locally and globally.

Target Population
According to the narrative, the anticipated student population will be: students in an existing language immersion preschool, BeiBei Amigos Language Preschool; students in an existing K-2 private school, Arizona Language Preparatory; new students from the local attendance area; and new students from across the valley whose parents want their children to be tri-lingual.

Student Count

Year	Grades Served	# of Students	# of Sites
1	K-3	77	1
2	K-4*	119	1
3	K-5*	157	1

* The application package requests grades K-3 and an enrollment cap of 77, consistent with Year 1.

School Calendar
Standard, 180 days

A. EDUCATION PLAN

The following summary was created from excerpts and summaries of the documents submitted for the applicant's Education Plan.

Educational Philosophy

The narrative describes a belief that a school must prepare children to navigate the world using fundamental core knowledge along with strong communication skills in the world's most spoken languages: Mandarin Chinese, Spanish and English. They emphasize problem-solving and reasoning skills, technology integration, effective oral and written communication, entrepreneurship, and proficiency in Mandarin Chinese, Spanish, and English.

Program of Instruction

Framework: The narrative states that Arizona Language Preparatory will teach the Arizona State Standards through thematic units in three languages, Mandarin Chinese, Spanish, and English, using a curriculum map and quarterly pacing guides. The thematic curriculum will be developed around the science and social studies standards including math and language arts. The day will be divided into three major content areas - Language Arts, Math and a thematic block integrating Science and Social Studies. During the thematic block each day, students will use journals and non-fiction books to re-enforce the content area vocabulary in order to integrate reading and writing in all areas of the curriculum. During Kindergarten and Grade 1, instructional time will be divided 40% in Mandarin Chinese, 40% in Spanish, and 20% in English. During grades 2 and 3, instructional time will be divided 30% in Mandarin Chinese, 30% in Spanish, and 40% in English.

Curriculum resources described include Scholastic Phonics Readers, Cuentos Fonicos de Scholastic, Singapore Math, and school-generated thematic units in Science and Social Studies.

Methods of Instruction: The narrative lists the following to be used as methods of instruction:

- Direct Instruction
- Shared Demonstrations and Guided Practice
- Gradual Release of Responsibility
- Whole Class and Small Group Instruction
- Literature Circles
- Writer's Workshop
- Sustained Silent Reading

Methods of Assessment: The narrative lists the following to be used as their methods of assessment:

- Formative assessments including: rubrics, writing samples, reading assessments, quizzes, tests, running records, project presentations, science journals, Singapore math assessments and portfolios in all three languages.
- Individualized Learning Plans
- Galileo benchmark assessments
- Developmental Reading Assessment (DRA)
- Aimsweb
- AZELLA
- AIMS

PMP
The Performance Management Plan (PMP) for new applicants is for the purpose of ensuring the school's curriculum, instruction, monitoring of student achievement, and professional development are ready to be implemented.

The applicant failed to meet the criteria in the following scoring areas:

- A.5a - The applicant did not provide a description of the basis for setting baseline SGP figures for Math & Reading.
- A.5d – The applicant did not present a viable plan for managing student academic performance in Reading.
- A.5e – The applicant did not present a viable plan for managing student academic performance in Math.
- A.5h – The applicant did not provide a progression of action steps for all strategies for Math & Reading that use data to contribute to the school's ability to meet the identified annual target.
- A.5i – The applicant did not create action steps within Strategy II for Math and Reading that complement and support the other strategies to the extent appropriate.
- A.5k – The applicant did not provide adequate resources to implement the action steps that support all strategies for Math & Reading regarding associated costs.

Details for areas that did not meet can be found in the attached Scoring Rubric.

Curriculum Samples
Curriculum samples for Arizona Language Preparatory were provided for grades K-3. The table below indicates which curriculum samples in the revised application package met all Board requirements (+), and which had deficiencies (-). Details can be found in the attached Scoring Rubric.

Grade	Math	Reading	Writing	Science
K	+	-	+	
1	+	-	-	
2	+	-	-	
3	+	-	-	

EDUCATION PLAN FINDINGS

PRELIMINARY WRITTEN APPLICATION PACKAGE:
38/59 scoring areas (64%) did not meet the criteria.

During the in-person interview the applicant responded to the questions regarding the submitted Education Plan.

The individuals who participated in the interview answered questions with responses that raised additional questions or concerns in the Technical Review Panel's overall evaluation of the applicant.

The TRP provided the applicant with written technical assistance based on its review of the preliminary written application package and responses provided during the interview.

REVISED WRITTEN APPLICATION PACKAGE:
22/59 scoring areas (37%) did not meet the criteria.

B. ORGANIZATION PLAN

The following summary was created from excerpts and summaries of the documents submitted for the applicant's Organization Plan.

Arizona Language Preparatory is a non-profit corporation, located in Phoenix, Arizona, that was created on July 8, 2010 for the purpose of providing language immersion programs for kindergarten age students, with 3 Directors: Yuntan Emily Sheen, Denisse Ramos, and Sara Hecht.

Education Service Provider

Arizona Language Preparatory does not intend to contract with or have a governance relationship with an Educational Service Provider.

School Governing Body

Pursuant to A.R.S. 15-183 (E)(8), the corporate board for Arizona Language Preparatory will act as the School Governing Body until the ASBCS approves the charter, following which a School Governing Body separate from the corporate board will be established. According to the narrative, ALP's Corporate Board aims to search and build a diverse group of individuals and viewpoints in the future school Governing Board. Each member on the school Governing Board will be chosen for skills, beliefs, and experiences to aid in fulfilling ALP's mission and vision. Board members hold a term of two years and may run for a following term.

School Governing Body Member Type	Number	Name
Organization Principal(s)	4	Yuntan Emily Sheen, Sara Hecht, Denisse Ramos, TBD
School Staff		
Parent(s)		
Community	3	TBD
Other-Business Community		
Other – Institute of Higher Education		

Roles and Responsibilities

Corporate Board	Governing Body
• Establish the mission and vision of the school • Overall governance of the Charter School • Formulate policies and procedures to accomplish the mission of the school (code of ethics, non-discrimination, compensation, fundraising, etc.) • Review and approve organizational decisions, commitments, and plans including expenditures, hires, loans, leases, etc. • Review School Board minutes • Review and approve annual budgets, review of annual audit and quarterly financial reports. • Review staff performance • Review and approve staff salary • Oversee accounting and legal contracted services • Appoint School Governing Board president and members	• Uphold Arizona Open Meeting Law • Uphold Arizona Corporate Commission requirements and filing • Evaluate School Director, faculty and staff for Corporate Board review • Review the school budget • Set all school policies, including, but not limited to policies related to discipline, dress code, donation, hiring, attendance, parent participation, etc. • Author school family handbook • Set school calendar • Establish the core curriculum • Review and monitor academic achievement • Form advisory committee ○ Financial Committee – develops sources for school funding and develops school budget

- Recruit fellow Corporate Board directors
- Delegate authority on daily operations to the School Governing Board
  - Volunteer Committee – manages volunteer activities
  - Fundraising Committee – develops and plans fundraising activities

Charter Principals Background Information

Authorized Representative: *Yuntan Emily Sheen*
Confirmed Education History: Master of Business Administration, University of Texas, 2004
Confirmed Employment History: Owner, BeiBei Amigos Preschool, September 2009 – Present; Business Consultant, Infosys Consulting, February 2005 – January 2012
Arizona FCC Expires: 09/17/2015
Review of Individual Financial Position: Follow-up completed – met requirements
Current or Past Charter Affiliations: None

Principal Name: *Denisse Ramos*
Confirmed Education History: No post-secondary education claimed
Confirmed Employment History: Director and Lead Teacher, BeiBei Amigos Preschool, October 2009 – present; Substitute Teacher, Deer Valley Unified School District Head Start, April 2009 – October 2009; Stay at home Mother, May 2007 – April 2009; Instructional Assistant, Deer Valley Unified School District Head Start, November 2004 – May 2007
Arizona FCC Expires: 10/05/2015
Review of Individual Financial Position: Follow-up completed – met requirements
Current or Past Charter Affiliations: None

Principal Name: *Sara Hecht*
Confirmed Education History: Bachelor of Arts in Education, Arizona State University, 2008
Confirmed Employment History: Owner, (Kumon) EMDLC, LLC, May 2009 – present; Chief Assistant, Kumon, September 2004 – April 2009
Arizona FCC Expires: 01/22/2019
Review of Individual Financial Position: No follow-up required
Current or Past Charter Affiliations: None

ORGANIZATION PLAN FINDINGS

PRELIMINARY WRITTEN APPLICATION PACKAGE:
8/24 scoring areas (33%) did not meet the criteria.

During the in-person interview the applicant responded to the questions regarding the submitted Organization Plan.

The individuals who participated in the interview answered questions with responses that raised additional questions or concerns in the Technical Review Panel's overall evaluation of the applicant.

The TRP provided the applicant with written technical assistance based on its review of the preliminary written application package and responses provided during the interview.

REVISED WRITTEN APPLICATION PACKAGE:
1/24 scoring areas (4%) did not meet the criteria.

C. BUSINESS PLAN

The following summary was created from excerpts and summaries of the documents submitted for the applicant's Business Plan.

Site Information

Proposed School Name:	Arizona Language Preparatory
Proposed Location:	Confirmed location: 751 E. Union Hills Dr., Suite 19, Phoenix, AZ 85024
Proposed/Secured Facility:	The facility will consist of classrooms leased from BeiBeiAmigos Preschool, currently operated as a private school by the applicants. The lease in Year 1 will include 1,600 Sq. Ft. of space including 3 classrooms and office space. Up to 4,066 Sq. Ft. of classroom space is available at the facility.

Budget

Start-up Budget

The start-up budget, in the amount of $24,966, covers the costs described in the Start-Up Budget Assumptions narrative with revenue that has been verified. At the end of the start-up period, verified revenue exceeds expenditures.

Secured Funds

The applicant organization has funds available for start-up purposes. The secured funds, in the amount of $30,000 as stated by the applicant, are available as confirmed by Bank of America.

Annual Operating Budgets

The operating budget for Year One is based on 95% of anticipated student enrollment of 77 students, with a projected per-student equalization funding of $4,629 as calculated based on FY2012 revenue worksheets, including base support level weights, weighted students counts, and additional assistance multipliers. At the end of each year revenue exceeds expenditures, with the following year-end balances: Year 1 ($378); Year 2 ($7,646); Year 3 ($31,521).

BUSINESS PLAN FINDINGS

PRELIMINARY WRITTEN APPLICATION PACKAGE:

6/28 scoring areas (21%) did not meet the criteria.

During the in-person interview the applicant responded to the questions regarding the submitted Business Plan.

The individuals who participated in the interview answered questions with responses that raised additional questions or concerns in the Technical Review Panel's overall evaluation of the applicant.

The TRP provided the applicant with written technical assistance based on its review of the preliminary written application package and responses provided during the interview.

REVISED WRITTEN APPLICATION PACKAGE:

0/28 scoring areas (0%) did not meet the criteria.

OVERALL SCORE

Preliminary application package: 47% of the scoring areas did not meet the criteria.

Revised application package: 21% of the scoring areas did not meet the criteria.

BOARD OPTIONS

Option 1: The Board may approve the application package. The following language is provided for consideration: Based upon review of the contents of the portfolio provided for this applicant and the information provided by the representatives of the applicant during consideration, and given it is within the sole discretion of the Board to approve or deny a charter, I move to approve the application package and grant a charter to Arizona Language Preparatory to establish Arizona Language Preparatory charter school to serve grades K-3.

Option 2: The Board may deny the application package. Staff recommends the following language for consideration: Based upon a review of the contents of the portfolio provided for this applicant and the information provided by the representatives of the applicant during consideration, and given it is within the sole discretion of the Board to approve or deny a charter, I move to reject the application package and deny the request for a charter of Arizona Language Preparatory to establish a charter school for the reasons that its application failed to meet the requirements of Title 15, Chapter 1, Article 8 due to:

- Lack of an Education Plan that includes a Performance Management Plan that meets the Board's criteria as stated in the scoring rubric and demonstrated through responses to interview questions, and
- Lack of a Reading and Writing curriculum aligned to state standards as stated in the scoring rubric, and
- Lack of an Organization Plan that meets the Board's criteria as stated in the scoring rubric and demonstrated through responses to interview questions.

Option 3: The Board may deny the application package. The following language is provided for consideration: Based upon a review of the contents of the portfolio provided for this applicant and the information provided by the representatives of the applicant during consideration, and given it is within the sole discretion of the Board to approve or deny a charter, I move to reject the application package and deny the request for a charter of Arizona Language Preparatory to establish a charter school for the reason(s) that its application failed to meet the requirements of Title 15, Chapter 1, Article 8 due to: (state all the reasons given in Option 2) and, (member making the motion should select all that apply and complete the sentence where necessary)

- ❑ The applicant is not sufficiently qualified to operate a charter school based on (insert the facts from the background/fingerprint/credit report of the specific Officers, Members, Directors, or Partners that form the basis for the decision).
- ❑ The applicant is not sufficiently qualified to operate a charter school based on the (insert the facts from the financial, operational and/or academic performance of associated schools that form the basis for the decision).