

AGENDA ITEM: Build Up Purpose Application

Build Up Purpose Inc. submitted an application package for the Board’s consideration. This report contains:

- Background information regarding the qualifications of the applicant,
- A copy of the scoring rubric which confirms the application package does not meet the requirements as demonstrated through the review of the preliminary application package submitted on July 31, 2009, the technical assistance provided to the applicant, and a review of the revised application package submitted on January 19, 2010, and
- Staff’s overview and summary of the application package.

The following background information is provided for your consideration:

Build Up Purpose is a not-for-profit corporation that was created on June 28, 2007 for the purpose of conducting public education with one (1) officer, Michael Wiles and two (2) directors, Michael Wiles and Linda Lammers: Michael Wiles became a member and president on June 28, 2007, and Linda Lammers became a member on June 28, 2007. Suncera Johnson and Alisha Cowan-Viera became members on June 28, 2007 and resigned as members on April 7, 2008. As on February 3, 2010, the corporation was not in good standing with the Arizona Corporation Commission for failure to submit the 2009 annual report which was due November 28, 2009. Through the background review process, additional information was required. Communication with the individuals is documented below:

Organizational Structure

Corporate Principals or Sole Proprietor	Communication
<p>Michael Wiles became member 06/28/07</p>	<p>On December 7, 2009, a letter was sent to Mr. Wiles indicating that the background information sheet was inconsistent with the submitted resume. Specifically, the dates of employment and attendance at Pace University are inconsistent with the information provided on the resume.</p> <p>Further, the letter informed Mr. Wiles that staff was unable to verify the secured funding and documentation from the financial institution verifying the \$50,000 was required.</p> <p>On January 15, 2010, Mr. Wiles came into the ASBCS office and staff specifically addressed the items as stated above. Mr. Wiles informed staff that he would provide an updated resume and that he had contacted Pace University to send the transcripts directly to our office.</p> <p>As of February 3, 2010, staff has not received any of the requested information.</p>
<p>Linda Lammers became member 06/28/07</p>	<p>On December 7, 2009, a letter was sent to Ms. Lammers indicating that the background information sheet was incomplete. Specifically, the complete address, phone numbers, and dates of attendance for the post-secondary institutions were not provided.</p> <p>Ms. Lammers submitted an updated background information sheet that provided information that was different than the original submission. Additionally, Ms. Lammers still failed to provide complete contact information and dates of the attendance at the post-secondary institutions.</p>

Background Information

Corporate Principal	Education History	Employment History	FCC	Notes
Michael Wiles	Unknown. Background information sheet was incomplete.	President of Build Up Purpose 06/2007 – present. Per its website: “Build Up Purpose, Inc. is a nonprofit youth development organization that is dedicated to the design, development and implementation of hands-on curriculum-based programs that encourage and empower young people uniquely trained and positioned to enhance, enrich and impact the communities in which they live.” Owner/Founder of Urban Group Media 02/1990 – 04/2007	Valid	See Executive Session materials
Linda Lammers	Unknown. Background information sheet was incomplete.	Owner of Anger Management 2002 – present per background information sheet or 2003 – present per resume Owner of Gateway Travel 1984 – 2002	Valid	See Executive Session materials

School Governing Body

Member Type	Number	Name
Organization Principals	2	Michael Wiles, Linda Lammers
School Staff	1	TBD
Community	2	TBD

Roles and Responsibilities

Applicant	Governing Body
<ul style="list-style-type: none"> Maintenance of Good Standing with the Corporation Commission Fiscal health of the corporation- preparing and submitting annual fiscal reports to the Arizona Corporation Commission Appoint the initial Board of Trustees (Governing Board) 	<ul style="list-style-type: none"> Primary responsibility for the development and review of major policies Handle all items not addressed by the school director Make all major decisions for the school Hold the fiduciary responsibility for Build Up Purpose School of Arts Media & Technology Coordinate with the corporate principals, who are ultimately responsible to maintain the business of the corporation and insure solvency at any given time

Program of Instruction

Mission	Build Up Purpose, Inc. is a nonprofit youth development organization that is dedicated to the design, development, and implementation of hands-on curriculum-based programs that encourage and empower young people uniquely trained and positioned to enhance, enrich and impact the communities in which they live.																
Description of Community and Target Market	The proposed location of the school is located in central Tucson. There are 129,797 households within five miles of the school which represents a 17.65% increase since 1990. In this location the percentage of 16-19 year olds not in school and not having a diploma is 20.6%.																
Comprehensive Program of Instruction Summary	Teachers will utilize an “I, WE, YOU” methodology to instruct in the classroom. This methodology requires the teacher to demonstrate, the teacher and students to practice together, and then the students working individually. Instructional strategies include direct instruction, reciprocal teaching, collaborative inquiry groups, project-based learning, and Socratic seminars. Formative and summative assessments will happen before, during and after instruction to assess the academic progress of students. Remediation will occur in reading, writing, and math based on pre-assessments, student needs, and teacher identification.																
School Calendar	Standard – 180 days per Attachment C and 187 days per submitted calendar																
Student Count	<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Year</th> <th>Grades Served</th> <th># of Students</th> <th># of Sites</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>*</td> <td>100</td> <td>1</td> </tr> <tr> <td>2</td> <td>*</td> <td>125</td> <td>1</td> </tr> <tr> <td>3</td> <td>*</td> <td>150</td> <td>1</td> </tr> </tbody> </table> <p>*The applicant failed to indicate on Attachment C of the application which grades it will be serving. The applicant refers to grades 9-12 throughout the rest of the application.</p>	Year	Grades Served	# of Students	# of Sites	1	*	100	1	2	*	125	1	3	*	150	1
Year	Grades Served	# of Students	# of Sites														
1	*	100	1														
2	*	125	1														
3	*	150	1														
Findings	<p>The application fails to meet the minimum requirements in the following area(s):</p> <ul style="list-style-type: none"> • Strands, Concepts, and Performance Objectives: Reading, Writing, and Math • Instruction: Reading, Writing, and Math • Student Activities: Reading, Writing, and Math • Assessments: Reading, Writing, Math, and Science • Rubrics: Reading, Writing, Math, and Science 																

Business Plan/Budget

Budget	The applicant has designated \$50,000 in a secured loan for start-up purposes. Years one through three of the operating budget base state funding on ADM that exceeds the total number of students to be served on Attachment C. All other things remaining constant, expenditures would exceed revenue when using the enrollment cap in Attachment C.
Secured Funds	Build Up Purpose had four separate accounts through Wachovia in their initial submission totaling an amount of \$50,000. A letter was sent to Michael Wiles on December 11, 2009, requesting documentation verifying the funding. Mr. Wiles did not respond. On January 5, 2010, Michael Wiles called to say that the money had been placed back into his 401K account after his initial notice that his application did not pass TRP. He stated that, in order to not suffer a penalty for withdrawing the funds again, he will send the Board documentation of the amount available in his 401K. As of February 23, 2010, no information has been provided.

Findings	<p>The application fails to meet the minimum requirements in the following area(s):</p> <ul style="list-style-type: none"> • Detailed Business Plan - Organizational Structure • Detailed Business Plan - Market Study • Detailed Business Plan – Facility • Detailed Business Plan – Academic Program Schedule • Detailed Business Plan – Personnel • Detailed Business Plan – Financial Plan
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Site Information

Name of Proposed School	Build Up Purpose School of Arts Media & Technology
Location	1030 N. Alvernon, Tucson, AZ 85712
Secured Facility	10,500SF 7 classrooms, 1 computer lab, 1 sound studio, 1 small television studio, and 4 administrative offices. There is also some office space for the nurse, classrooms, and computer lab.

Scoring Rubric Summary

Preliminary application package scoring rubric results: 73% of the scoring areas did not meet the criteria.
 Revised application package scoring rubric results: 56% of the scoring areas did not meet the criteria.

Staff Recommendations

Reject the application and the request for a charter of Build Up Purpose Inc. to establish a charter school for the reason(s) that its application package failed to meet the requirements of Title 15, Article 8 due to:

- Lack of curriculum aligned to the State Academic Standards
- Lack of demonstration of a comprehensive program of instruction as stated in the Scoring Rubric
- Lack of a business and financial plan as stated in the Scoring Rubric
- Lack of sufficient information included to determine whether the applicant is sufficiently qualified to implement a charter or operate a charter school.

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Section 1.0	Comprehensive Program of Instruction –					
1.1	Comprehensive Program of Instruction – Curricular Emphasis	F	A	M	E	Comments
1.1h	9-12 Needs Analysis narrative provides an explanation of need within the selected community and includes a description of the community, identification of the target population, and an explanation of how the community will benefit from the school.			1		
1.1i	9-12 Educational philosophy identifies principles or concepts fundamental to the school’s proposed instructional strategies.			1		
1.1j	9-12 Method(s) of instruction identified are described including the rationale for using such methods with the targeted population.			1		
1.1k	9-12 Methods of assessment narrative identifies the methods to be used, reflects the philosophy and method(s) of instruction, and includes a discussion of how school will monitor academic achievement and how those assessments will guide instructional decisions.		C	1		Unclear how school will monitor achievement and how assessments will guide instruction. The revised application package minimally identifies how school will monitor achievement and how assessments guide instruction.
1.1l	9-12 Remediation plan includes criteria for when remediation will occur and how it will be implemented.			1		
1.1m	9-12 Course completion and transfer credit acceptance plan identifies the criteria for how a school will determine course completion . The criteria identified must include proficiency levels for the academic subjects and the criteria the school will use to determine course completion. The transfer credit acceptance plan must identify the steps involved in evaluating and accepting transfer credits and must be aligned to state regulations.		C	1		Transfer credit acceptance plan not found. The revised application package provides a complete explanation of the course completion, transfer credit acceptance plan, and criteria to be used.
1.1n	9-12 Class size described supports the methods of instruction, the target population, and the facility described on Attachment C.			1		
1.1 TOTAL		0	0	7	0	
Section 1.2	Comprehensive Program of Instruction –Strategic Planning	F	A	M	E	Comments
1.2c	9-12 student achievement goals are performance-based, specific, measurable, attainable, and timely.			1		
1.2d	9-12 Action steps to accomplish and monitor each accompanied goal must identify the steps for how the goal will be reached, how the progress will be monitored (benchmarks), and a process for the evaluation and revision of the goal over time.			1		
1.2 TOTAL		0	0	2	0	
Section 1.3.9	Ninth Grade Reading and Writing	F	A	M	E	Comments
1.3.9a	The Strands, Concepts, and Performance Objectives of the State Academic Standards being assessed for each subject area are identified and are appropriate for the grade level.			1		The application does not separate 9th and 10th grade. Reading PO not fully covered; therefore mastery of PO cannot be determined. No changes identified.

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1.3.9b	Instruction also aligns with the performance objectives identified in the assessment . A reasonable timeline for the instruction is provided along with the necessary resources to implement the instruction. Instruction for each subject area described aligns with the methods of instruction provided in the Curricular Emphasis narrative.		1			Reading instruction does not fully cover the PO. No changes identified.
1.3.9c	Student Activities for each subject area correspond to the teacher instruction provided. Student activities provide a reasonable and logical progression (timeline) to the assessment . Activities align with the performance objectives identified in the assessment . A list of the required materials to complete each activity is provided .		1			Student Activities do not align with the entire PO. No changes identified.
1.3.9d	Each subject area assessment is summative , aligns with the methods of assessment described in the Curricular Emphasis narrative and the assessment provides each student an opportunity to demonstrate proficiency of the identified Performance Objectives .		1			Summative assessment not included. No changes identified.
1.3.9e	The scoring rubric for each assessment includes a description of the components (with identified Performance Objectives) to be scored and the criteria required to demonstrate mastery which must align with the mastery level described in the narrative		1			Unclear of how many points on the rubric are required for mastery. Unclear where reading is graded. No changes identified.
1.3.9 Total		0	5	0	0	
Section 1.3.10	Tenth Grade Reading and Writing	F	A	M	E	Comments
1.3.10a	The Strands, Concepts, and Performance Objectives of the State Academic Standards being assessed for each subject area are identified and are appropriate for the grade level .		1			The application does not separate 9th and 10th grade. Reading PO not fully covered; therefore mastery of PO cannot be determined. 9th and 10th graders engage in identical curriculum and use identical resources. No changes identified.
1.3.10b	Instruction also aligns with the performance objectives identified in the assessment . A reasonable timeline for the instruction is provided along with the necessary resources to implement the instruction. Instruction for each subject area described aligns with the methods of instruction provided in the Curricular Emphasis narrative.		1			Reading PO not fully covered in instruction. Why would performance objective, timeline, and instruction be identical for 9th and 10th graders? No changes identified.
1.3.10c	Student Activities for each subject area correspond to the teacher instruction provided. Student activities provide a reasonable and logical progression (timeline) to the assessment . Activities align with the performance objectives identified in the assessment . A list of the required materials to complete each activity is provided .		1			Reading PO not fully covered. Performance objective, timeline, and instruction identical for 9th and 10th graders. No changes identified.
1.3.10d	Each subject area assessment is summative , aligns with the methods of assessment described in the Curricular Emphasis narrative and the assessment provides each student an opportunity to demonstrate proficiency of the identified Performance Objectives .		1			If identical POs are identified for both 9th and 10th graders, how will the summative assessment distinguish demonstration of proficiency on POs for the two grade levels? Reading PO not fully covered. No changes identified.
1.3.10e	The scoring rubric for each assessment includes a description of the components (with identified Performance Objectives) to be scored and the criteria required to demonstrate mastery which must align with the mastery level described in the narrative		1			Unclear of how many points on the rubric are required for mastery. Unclear where reading is graded. No changes identified.

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1.3.10 Total		0	5	0	0	
Section 1.3.11		F	A	M	E	Comments
1.3.11a	The Strands, Concepts, and Performance Objectives of the State Academic Standards being assessed for each subject area are identified and are appropriate for the grade level .		1			11th and 12th graders engage in identical curriculum and use identical resources. The application does not separate 10th and 11th grade. Reading PO not fully covered; therefore mastery of PO cannot be determined. No changes identified.
1.3.11b	Instruction also aligns with the performance objectives identified in the assessment . A reasonable timeline for the instruction is provided along with the necessary resources to implement the instruction. Instruction for each subject area described aligns with the methods of instruction provided in the Curricular Emphasis narrative.		1			Instruction does not align with the entire PO. Reading PO not fully covered. No changes identified.
1.3.11c	Student Activities for each subject area correspond to the teacher instruction provided. Student activities provide a reasonable and logical progression (timeline) to the assessment . Activities align with the performance objectives identified in the assessment . A list of the required materials to complete each activity is provided .		1			Student Activities do not align with the entire PO. From the lesson, it appears that the student is expected to rewrite two short stories. This may be too ambitious for one class time. No changes identified.
1.3.11d	Each subject area assessment is summative , aligns with the methods of assessment described in the Curricular Emphasis narrative and the assessment provides each student an opportunity to demonstrate proficiency of the identified Performance Objectives .		1			If identical POs are identified for both 11th and 12th graders, how will the summative assessment distinguish demonstration of proficiency on POs for the two grade levels? Reading PO not fully covered. No changes identified.
1.3.11e	The scoring rubric for each assessment includes a description of the components (with identified Performance Objectives) to be scored and the criteria required to demonstrate mastery which must align with the mastery level described in the narrative		1			How many points on the rubric are required for mastery? Would not a rubric for 12th graders require more difficult skills and expectations for mastery? No changes identified.
1.3.11 Total		0	5	0	0	
Section 1.3.12		F	A	M	E	Comments
1.3.12a	The Strands, Concepts, and Performance Objectives of the State Academic Standards being assessed for each subject area are identified and are appropriate for the grade level .		1			The PO stated in the application is not met in its entirety. Only characterization is being addressed. The application does not separate 11th and 12th grade. Reading PO not fully covered; therefore mastery of PO cannot be determined. No changes identified.
1.3.12b	Instruction also aligns with the performance objectives identified in the assessment . A reasonable timeline for the instruction is provided along with the necessary resources to implement the instruction. Instruction for each subject area described aligns with the methods of instruction provided in the Curricular Emphasis narrative.		1			Instruction does not align with the entire PO. Reading PO not fully covered. Reading: Instruction does not align with the entire PO stated in the revised application package. No changes identified.

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1.3.12c	Student Activities for each subject area correspond to the teacher instruction provided. Student activities provide a reasonable and logical progression (timeline) to the assessment . Activities align with the performance objectives identified in the assessment . A list of the required materials to complete each activity is provided .					Student Activities do not align with the entire PO. From the lesson, it appears that the student is expected to rewrite two short stories. This may be too ambitious for one class time. No changes identified.	
1.3.12d	Each subject area assessment is summative , aligns with the methods of assessment described in the Curricular Emphasis narrative and the assessment provides each student an opportunity to demonstrate proficiency of the identified Performance Objectives .					Summative assessment not included. Identical POs are provided for both 11th and 12th graders. No changes identified.	
1.3.12e	The scoring rubric for each assessment includes a description of the components (with identified Performance Objectives) to be scored and the criteria required to demonstrate mastery which must align with the mastery level described in the narrative					How many points on the rubric are required for mastery? Would not a rubric for 12th graders require more difficult skills and expectations for mastery? No changes identified.	
1.3.12 Total		0	5	0	0		
Section 1.3HSM	High School Math	F	A	M	E	Comments	
1.3HSMa	The Strands, Concepts, and Performance Objectives of the State Academic Standards being assessed for each subject area are identified and are appropriate for the grade level .	1				POs used are out of date. No changes identified.	
1.3HSMb	Instruction also aligns with the performance objectives identified in the assessment . A reasonable timeline for the instruction is provided along with the necessary resources to implement the instruction. Instruction for each subject area described aligns with the methods of instruction provided in the <u>Curricular Emphasis narrative</u> .		1			Unable to determine if instruction aligns with a PO. Unclear of the required components of the report. No changes identified.	
1.3HSMc	Student Activities for each subject area correspond to the teacher instruction provided. Student activities provide a reasonable and logical progression (timeline) to the assessment . Activities align with the performance objectives identified in the assessment . A list of the required materials to complete each activity is provided .				1	Unable to determine if student activities align with a PO. A description of the research with expected components should be included. No assessment is provided. No changes identified.	
1.3HSMd	Each subject area assessment is summative , aligns with the methods of assessment described in the Curricular Emphasis narrative and the assessment provides each student an opportunity to demonstrate proficiency of the identified Performance Objectives .				1	No summative assessment included. With formative assessment, unclear of what is being assessed. No changes identified.	
1.3HSMe	The scoring rubric for each assessment includes a description of the components (with identified Performance Objectives) to be scored and the criteria required to demonstrate mastery which must align with the mastery level described in the narrative				1	Unable to determine if criteria demonstrates mastery. Mathematics rubrics do not support performance objectives. Example: algebraic expressions. No changes identified.	
1.3HSM Total		1	4	0	0		
Section 1.3 HSS	High School Science	F	A	M	E	Comments	
1.3HSSa	The Strands, Concepts, and Performance Objectives of the State Academic Standards being assessed for each subject area are identified and are appropriate for the grade level .				C	1	Strands 2 and 3 are not included in the application. The revised application package meets criteria.

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1.3HSSb	Instruction also aligns with the performance objectives identified in the assessment . A reasonable timeline for the instruction is provided along with the necessary resources to implement the instruction. Instruction for each subject area described aligns with the methods of instruction provided in the Curricular Emphasis narrative.			1		
1.3HSSc	Student Activities for each subject area correspond to the teacher instruction provided. Student activities provide a reasonable and logical progression (timeline) to the assessment . Activities align with the performance objectives identified in the assessment . A list of the required materials to complete each activity is provided .			1		
1.3HSSd	Each subject area assessment is summative , aligns with the methods of assessment described in the Curricular Emphasis narrative and the assessment provides each student an opportunity to demonstrate proficiency of the identified Performance Objectives .		1			Summative assessments not provided. The revised application package does not include summative assessments.
1.3HSSe	The scoring rubric for each assessment includes a description of the components (with identified Performance Objectives) to be scored and the criteria required to demonstrate mastery which must align with the mastery level described in the narrative		1			There is no indication of mastery as aligned with the rubrics. The scoring rubrics are not aligned with the stated performance objectives, do not include a description of the components to be scored, or the criteria required to demonstrate mastery.
1.3.HSS Total		0	2	3	0	
Section 1.4	Comprehensive Program of Instruction –Monitoring	F	A	M	E	Comments
1.4a	The professional development plan includes how it will assist in meeting student academic needs. The plan must include how and when the program of instruction will be presented to teachers.			1		
1.4b	A description of an administrative plan for monitoring the integration of State Academic Standards into instruction is provided. The description must include how and when the teachers will be monitored.			1		
1.4c	A description of a plan to be used by teachers for monitoring and documenting student proficiency in performance objectives is provided. The description must include how and when monitoring will occur throughout the school year as well as how the results will impact curricular decisions.			1		
1.4 TOTAL		0	0	3	0	
Section 1.5	Comprehensive Program of Instruction – Special Education	F	A	M	E	Comments
1.5a	The application indicates the school will provide special education services to qualifying students .			1		
1.5b	The application specifically describes the placement options the school is prepared to offer students with disabilities on the campus and provides the rationale for those options.		C	1		Unclear where self contained students will be placed. The revised application package provides placement options and a rationale for those options.
1.5c	The training of staff that will be required to implement such placement options and the personnel and resources that will be utilized to implement the option(s) described.			1		

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1.5d	The application demonstrates an understanding of the financial responsibility for a placement beyond what the school is prepared to offer students with disabilities on the school campus and describes a plan for securing such placement.					Vague. The revised application package demonstrates understanding of the financial responsibilities associated with providing special education services to students.
1.5e	A description of the duties and qualifications of those providing the services is included along with an indication as to whether special education services will be provided in-house or by contracted services is provided.					1
1.5f	A market study of the cost of providing the services and related services is included. The market study is representative of the target area.					1
1.5 TOTAL		0	0	6	0	
Section 2.1	Detailed Business Plan - Business Description	F	A	M	E	Comments
2.1a	The narrative describes the type of organization and the date it was organized. The organization's history , board development , along with any licenses, permits , (i.e. 501c3, EIN, etc.) that have been obtained are discussed.					One of three board members is identified without any documentation. Information scant and unsubstantiated. The revised application package meets the scoring criteria.
2.1b	The information in the narrative is consistent with the articles of incorporation , or other appropriate legal documentation included in the application, and information presented on the Title Pages of this application including the Form of Organization and membership .					Not legible. The revised application package includes Articles of Incorporation that are consistent with the narrative.
2.1 TOTAL		0	0	2	0	
Section 2.2	Detailed Business Plan - Organizational Structure	F	A	M	E	Comments
2.2a	Corporate Principals, authorized representative, and other individuals responsible for day-to-day operations of the school are identified , highlighting the expertise each contributes to the operation of a school including experience in elementary/secondary education, business operation, and financial management .					Background in education not apparent though will be assuming roles in educational development of the school. The revised application package is unclear pertaining to the individuals who are responsible for day-to-day operations and their areas of expertise.
2.2b	Discussion includes the areas , if any, that may require the principals to seek expertise outside the organizational structure .					Psychologist licensed, but might not have the necessary background in education. Contracted accountant not included. The revised application package provides a detailed plan for seeking expertise outside the structure.
2.2 TOTAL		0	1	1	0	
Section 2.3	Detailed Business Plan - Business Structure Filings					

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2.3a	The most recent Annual Report, Articles of Incorporation/Organization, By-laws/Operating Agreement, documentation giving the applicant the authorization to apply and/or documentation detailing governance and accountability of the charter school are consistent with all contents of the application package.	C		1		No corporate By-Laws. Probable open meeting violations. The revised application provides the Articles of Incorporation and By-Laws.
2.3 TOTAL		C	0	1	0	
Section 2.4	Detailed Business Plan - Governance Structure					
2.4a	The organizational chart and narrative reflects the operation and proposed reporting structure within the organization.		C	1		Identification of persons of responsibility are not named in the structure. The revised application package provides an organizational chart that reflects the operation.
2.4b	The communication chart and narrative is consistent with the content of the application package and represents the flow of information for all stakeholders (i.e. parents, community members, students).		C	1		ACSCS? Policies and procedures not created within the application narrative as of yet. Students not included. The communication chart and narrative provided in the application package is consistent.
2.4c	Discussion includes a clear description of the role and responsibilities of the corporate/organizational board.		C	1		Need By-Laws. Board member and superintendent will probably have a conflict of interest with this governance structure. The revised application package provides a clear description of the role and responsibilities of the board.
2.4d	Discussion includes a clear description of the role, responsibilities, and mandated obligations of the school's governing body. Discussion includes how the make-up of both the principals and the body described will comply with the open meeting law.		C	1		Confusing narrative. Basic outline. The revised application package provides a clear description of the governing body's roles and responsibilities.
2.4e	Provide a narrative that describes governing body member recruitment and development. Include the training/orientation process that will be provided to all school governing body members.		C	1		Scant information. The revised application package provides detailed information explaining governing body recruitment and development.
2.4 TOTAL		0	0	5	0	
Section 2.5	Detailed Business Plan - Market Study					
2.5a	Market analysis includes identification of the target market area, a description of the need for a school in that target market, identification of the number of students within the proposed grade levels, and the market's growth rate .			1		Demographics, but no determination of need. Not targeted for students. No changes identified.
2.5b	Discussion of Advertising/Promotion plans to include how parents/customers will be attracted to your school and the costs to implement your plan. Discussion must include how costs were determined.			1		Mailing dollars in budget does not support the extent of this mailing. No changes identified.
2.5 TOTAL		0	2	0	0	

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Section 2.6	Detailed Business Plan - Facility	F	A	M	E	Comments
2.6a	The description of the facility necessary to implement the program described includes the square footage needed, the number of classrooms needed, the actual location and a layout of the physical space.		1			Renderings not clear. P & Z needs for a school have not been addressed. No changes identified.
2.6b	The applicant provides documentation on the number of suitable facilities available in the target market, the costs associated with securing the facility, and the costs associated with ensuring compliance with all applicable laws and regulations. Costs must be reflected in the organization's Start-Up Budget.			1		
2.6 TOTAL		0	1	1	0	
Section 2.7	Detailed Business Plan – Academic Program Schedule	F	A	M	E	Comments
2.7a	A school calendar is provided that includes total number of days of instruction for the school year, planned holidays, other days off and planned half days.			1		Might present in a clearer format.
2.7b	A weekly schedule is provided that demonstrates compliance with hours/minutes of instruction per week for each grade level served as described in ARS 15-901. Include the length of day (approximate start and dismissal times) and how many hours will be designated for the core academics, i.e. reading, writing, math science, and social studies.		1			Classes not identified in daily schedule. No changes identified.
2.7c	High Schools- a proposed course offering list is provided that contains descriptions of those courses. Course offerings must reflect statutorily mandated graduation requirements, the Program of Instruction described in the narrative and intended elective offerings.		1			Honors and AP courses in core content areas are labeled as electives. No course descriptors for electives. No changes identified.
2.7 TOTAL		0	2	1	0	
Section 2.8	Detailed Business Plan – Personnel	F	A	M	E	Comments
2.8a	Narrative reflects the appropriate personnel to implement the program of instruction and business plan described. Include the number of instructional and non-instruction personnel and the responsibilities of the instructional staff. Qualifications of staff must align with NCLB Highly Qualified requirements.		1			No educational administrative staff other than "classroom experience" required in framework of operations. OP heavy and year 2 they add 50 students and only one teacher and year 3 they add 50 more students and no additional teachers. No changes identified.
2.8b	Provide a detailed plan that includes recruiting, hiring, and training of instructional staff.		C	1		6 teachers/ 7 budgeted for. Hiring committee is not clarified. Need more clarification. The revised application package provides a detailed plan for recruiting, hiring, and training of instructional staff.
2.8c	Provide an administrative plan that includes oversight responsibilities related to instruction and operational services. Plan must identify the number and their oversight responsibilities related to the following areas; curricular implementation, staff training and development, testing (AIMS, TerraNova, AZELLA), financial management, contracted services, personnel, grants management, and student management information system (SAIS).		1			CEO not identified. Not detailed. Unclear distinction with principals and personnel of the school structure. The revised application package does not provide enough detail on the administrative plan.

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2.8d	Compensation plan that supports the described qualifications of instructional and non-instructional personnel.					Basic terms in addressing this section. Vague. The revised application package does not provide enough detail on the compensation plan.
2.8 TOTAL		0	3	1	0	
Section 2.9	Detailed Business Plan – Financial Plan	F	A	M	E	Comments
2.9a	Start-up Budget Narrative includes background information providing clarification of what the organization brings to the project, what will be required as part of start up (e.g. computers donated by non-profit, organization holds appropriate C of O for facility, infrastructure for technology in place, etc.), and the assumptions made for each line item identified on Attachment G.		1			Information is unclear. Timelines not defined. The revised application package does not provide clarification of what the organization brings to the project.
2.9b	Timeline includes schedule for facility acquisition, build-out and improvements, recruiting students and personnel, hiring and training staff, submitting estimated counts to School Finance, anticipated time for signing charter contract, anticipated enrollment period , and ordering/receipt/payment of supplies, materials, furniture, etc.		1			Areas of facility acquisition, required permits, Fire Marshal and P & Z inspections, C of O are not taken into consideration. No changes identified.
2.9c	Start-up Budget (Attachment G) supports the timeline provided and the program described. The budget does not include unsecured grants and/or unsecured federal funds . Start-up budget assumptions with rationale are included for each line item identified on Start-up Budget		1			Incomplete/ cut off. Secured loan identified as Founders Contribution. More detail needed. Low dollars for 10 mile radius mailing for recruitment. Contracted accounting services not readily identified. Permit fees should be explored further. Some of the assumptions are low. No changes identified.
2.9d	Three Year Operating Budget (Attachment H) Narrative includes background information providing clarification of how expenses may be paid over time or in installments (e.g. equipment leases, furniture payments, etc.), assumptions made when creating the budget (e.g. when enrollment capacity will be met, utilities included in rent), and any research/market studies supporting expenses included in the budget, as appropriate for this project.		1			Assumptions are not clear (# of teachers for three years to student population). Travel expenses unclear. No changes identified.
2.9e	State aid revenues appropriately reflect statutory requirements (funding formula projections) and realistic student projections .				1	
2.9f	Operating budget reflects growth described on Title Pages and in Program of Instruction .				1	
2.9g	Each year shows school is able to sustain itself . Annual expenditures do not exceed revenues .				1	
2.9h	Expenditures for personnel reflect qualifications, salaries, and benefits (includes required employer contributions) as described in the business plan.		1			Accounting services are not identified in narrative. No changes identified.
2.9i	Expenditures support the Program of Instruction including materials, supplies, equipment, etc. as described within the application.		1			Equipment costs are excessive for each of the three years. No changes identified.
2.9j	Expenditures support the implementation of the special education services described.		1			Special Ed services do not increase with the growth of each year. No changes identified.
2.9k	Appropriate audit expenses were included in operating budget for year two and three .		1			Low. No changes identified.

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2.9l	Expenditures support the facilities described in the application.		1			Overall, not enough detail. No changes identified.
2.9m	Operating expenses are consistent with the application .			1		
2.9n	First Year Month-by-Month Cash Flow Budget Sheet (Attachment I) reflects the first year operating budget and information provided in the narrative .		1			Pages 114-116 were cut off. Not able to read the entire annual budget chart. No changes identified.
2.9o	First Year Month-by-Month Cash flow indicates the school is able to sustain itself with monthly expenditures never exceeding revenues .		1			Pages 114-116 were cut off. Not able to read the entire annual budget chart. No changes identified.
2.9 TOTAL		0	11	4	0	
Grand Total		1	45	36	0	
SUMMARY						
	One or more areas scored Falls Below					
	More than one scoring area in each section scored Approaches					
	Fails 95% Test					
CONCLUSION						
	Fails to Meet the Criteria, Therefore Substantively Incomplete					